DOCUMENT RESUME

ED 229 247 SE 041 448

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|---|---|
| TITLE | Humane Education Projects Handbook. |
| INSTITUTION | Junior League of Ogden, UT. |
| PUB DATE | May 82 |
| NOTE | 127p.; Prepared by the Humane Education Committee of the Junior Leagues of Champaign-Urbana, Ogden, and Boston. |
| AVAILABLE FROM | NAAHE, Box 362, East Haddam, CT 06423 (Organizations and Individuals $20.00 per book, $15.00 for NAAHE members). |
| PUB TYPE | Reports - Descriptive (141) -- Guides - Non-Classroom Use (055) |
| EDRS PRICE | MF01/PC06 Plus Postage. |
| DESCRIPTORS | *Animals; Child Abuse; Elementary Secondary Education; Environmental Education; Legislation; *Nature Centers; *Program Descriptions; Science Education; Therapy; *Wildlife; *Zoos |
| IDENTIFIERS | Aquariums; *Humane Education; *Pets |

ABSTRACT

This handbook was developed to promote interest in humane education and to encourage the adoption of humane education projects. Although specifically designed to assist Junior Leagues in developing such projects, the content should prove valuable to animal welfare organizations, zoos, aquariums, nature centers, and other project-oriented groups seeking new ideas or prospectives for organizing their programs. The handbook (in loose-leaf format) catalogs the animal-related education, legislation, and pet-facilitated therapy projects of more than 20 Junior Leagues in 18 states. A brief description of each project is provided, along with suggestions for program implementation and evaluation and samples of community response. Many of the programs are accompanied by detailed plans of the project's goals, objectives, procedures, time framework, and needed resources. Specific sections deal with humane education in schools, humane education legislation, pet-facilitated therapy, use of animals with victims of child abuse, zoo projects, aquarium projects, nature center projects, support projects for humane societies, and public information projects. Additional chapters discuss the functions of task forces and the importance of building coalitions and networks among community organizations with similar interests and complementary resources. (JN)

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# HUMANE EDUCATION PROJECTS HANDBOOK

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May, 1982

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Love

*Humaneness is, I believe, a reverence and respect for all life. It is not, finally, survival that we seek, but a quailty of life that gives meaning and purpose to our existence. Yet not for the sake of our life alone, but for the sake of all that lives.*

John A. Hoyt, President
The Humane Society of the United States

*As the twig is bent the tree is inclined....Let the child learn that there is no being so insignificant as to be unworthy of protection, be it the worm which crawls upon the ground, or the suffering orphan or widow. The child that serves its apprenticeship to inhumanity by tearing off the wings of a fly, or robbing a bird of its eggs, when arrived at maturity, insults the poor, beats his inferiors, and shows but the same cruelty, intensified by age, which characterized his early training.*

**Henry Bergh**

### *Purpose of the Handbook*

This *Humane Education Projects Handbook* is intended to be a useful and long term resource for your League. We hope you will keep it in your League office, as a permanent part of your library collection, and use it annually as a reference guide. It is designed to be used by Leagues during many years to come, for the humane ethic principles are timeless.

Every year League Community Research and Development Committees across the United States, in Canada and Mexico research community needs and assess membership interests. Every year League Task Forces throughout the country study specific issues and problems then make their recommendations. Every year Leagues nation-wide develop new programs and projects. We hope this *Handbook* will be a useful tool in these processes, that it will stimulate creative thinking and research about Humane Education projects, that it will serve as an effective model and guide for implementing and evaluating those projects. The design is a spring binder so that new projects can be added as they are developed, and that committees studying certain project areas can remove those pages for their use. At the end of the *Handbook* is a set of self addressed reply cards, which we hope will be filled out and returned to us in the coming years by those Leagues that create new Humane Education projects.

The *Handbook* represents successful League projects which fall under the large umbrella of Humane Education. Over 20 Leagues contributed to the *Handbook*. It is the brain child of Mrs. Ed Scharlau, former President of the Champaign-Urbana League. It was compiled by the Humane Education Committee of the Junior League of Ogden in co-operation with the Humane Education Committee of the Junior League of Champaign-Urbana and the Pet Facilitated Therapy Committee of the Junior League of Boston. The *Handbook* was made possible through generous grants from the Dumke Foundation and the Mattie Wattis Harris Foundation, as well as the enormous in-kind service of Gardiner Advertising Agency in Salt Lake City and Southern Pacific Petroleum Company in Ogden. Specifically we want to thank Mr. and Mrs. Hal Gardiner and Mr. and Mrs. David Volsic for the artistic talent, time, energy, and faith they put into this *Handbook*. We are grateful as well to Mrs. Ramiro Cortēs , Mrs. Steven Gleason , Ms. Lynette Maccarthy, Mrs. DeWayne Nicholson , and Mrs. Dee L. Knight for their untiring devotion in preparing the manuscript. Those responsible for the *Handbook* from the Ogden Committee have been Mrs. Keith Cox and Mrs. Robert Anderson Co-chairmen, Mrs. John G. LeVanti, Mrs. Michael Crosby, Mrs. Kim Moore, Ms. Connie Poce, Mrs. Michael Sivulich, and Mrs. John Val Browning, Sustaining Advisor; from the Champaign-Urbana Committee Mrs. Kent Zumwalt former Chairman and President-elect, Mrs. Ronald Kiddoo Chairman, and Mrs. Robert Todd Chairman-elect; from the Boston Committee Mrs. Henry Phillips Williams III Chairman of the Pet Facilitated Therapy Committee.

### *What Is Humane Education?*

Humane Education is a broad umbrella term encompassing a variety of activities based upon the humane ethic—respect for all living things. It is encouraging in the family; fostering in the school curriculum, nature centers, zoos, aquariums; teaching in the churches; improving the quality of life for the elderly; giving comfort to the neglected and abused; advocating through the media; lobbying in the city councils, school board rooms and state legislatures; and recommending to community service, youth, and correctional organizations the principles of kindness, good will, and humanity toward all forms of life: plant, animal, and human. Humane Education is based upon the premise that those who learn to extend kindness, sensitivity, respect and justice to lower forms of life will generally be more kind, sensitive, respectful and just with one another—in every way more valuable citizens.

Humane Education is not sentimentality, emotionalism, saving puppies and kittens. It is not anti-hunting, anti-abortion, pro-mercy killing, pro-abortion, pro-sterilization, pro-vegetarianism—nor is it a passing fad. It is a philosophy of life held by many great thinkers whose lives have inspired our civilization—St. Francis of Assisi, Charles Darwin, Henry David Thoreau, Dr. Albert Schweitzer—to mention a few. Simply stated, Humane Education is cultivating the natural tendency in human beings to be kind. It is developing and refining the human spirit to its highest and most civilized potential.

### *Why Is Humane Education Important?*

Today we are living in precarious times both domestically and internationally. Our traditional value system is cracking. The family is being redefined. The "me generation" has encouraged relative values and ethics. As Los Angeles Chief of Police Daryl Gates states "We've lost a whole generation. Totally lost. No self-discipline. Total indulgence. Drugs. Lack of respect for the law. Lack of respect for values. A whole generation thumbed its nose at everything that was held sacred in this country. America has to take a look at its heart and its soul."[1] Humane Education attempts to touch the heart and soul of all human beings and to bring out the good, the kind, the compassionate side of mankind.

Insensitivity, disrespect, abuse, cruelty and violence fester in our communities nationwide. Callousness flourishes. "The curse of violent crime is rampant not just in the ghettos of depressed cities, where it always has been a malignant force to contend with, but everywhere in urban areas, in suburbs, and peaceful country-sides."[2] According to the National Crime Survey conducted last year by the Census Bureau for the Justice Department, 30% of the nation's households were touched by crime in 1980, 6% of the households experienced rape, robbery, or assault.[3] Dr. Marvin E. Wolfgang professor of sociology and law at the University of Pennsylvania claims, "We're 2 to 10 times more violent than any country in Western Europe. And the comparison with Japan is even more dramatic."[4] One analyst has calculated that a baby born and remaining in a large American city is more likely to die of murder than an American soldier in World War II was to die of combat.[5] Some claim that Americans have become insensitive about violence and immune to kindness and caring for others but themselves due, in large part, to media reporting and programming. Whatever the reasons may be, clearly we live in a society in which significant parts are largely motivated by brutality, cruelty, violence—the antithesis of the humane ethic.

Thus, Humane Education is important, critically important. The "American heart and soul" can be touched by the humane ethic. Humane Education is an effective response to these unfortunate circumstances, as well as a preventative measure. The application of its principles have broad ramifications. For example, a child who grows up being kind and considerate of all living things, is less likely to become a child abuser as a parent. The unpleasant and often tragic duties carried out by correctional institutions, by animal shelters, by environmental and law enforcement agencies, by hospitals for the handicapped, by rest homes, etc., are inevitably reduced when people live by the principles of justice, good will, and humanity. The quality of daily life is enhanced by the humane ethic of extending kindness, sensitivity and consideration to all life, of understanding and appreciating the natural world we live in and share with other animals, plants, and other human beings. It is urgent that we, as citizens in a democratic and participatory society, retrench and assess our values, our attitudes, our behavior. If we are offended by insensitivity, callousness, cruelty, and violence it is critical that we participate in helping create a world where the ultimate dignity of life is respected.

We as volunteers can make a difference in our society on local, state and national levels. Particularly as well respected Junior Leagues, advocating for "global concerns" as opposed to single issue constituencies, we can have an impact. To alter inhumane values, to affect attitudes, to change destructive behavior is a long range but feasible goal, which can be reached if many participate. The projects in this *Handbook* are living models of how dreams come true. They are examples of remarkable coalition building, partnerships, advocacy, networking in communities from Stamford-Norwalk, Connecticut to New Orleans, Louisiana from San Antonio, Texas to Racine, Wisconsin from Battle Creek, Michigan to Great Falls, Montana. We urge you to study these projects carefully, to consider developing your own Humane Education project, to adapt these models and to use these guidelines to meet your local needs. By working together we can touch the "American heart and soul" and help create a better world for all living things. We sincerely believe that nothing could make a more important contribution to the welfare of our children, to our communities, to our country, indeed, to the entire human race.

***Definitions of Project Areas***

We have selected projects in ten broad areas of Humane Education activities to present. Clearly this is not a definitive list of possible projects. It is merely a working tool for your use. The following are brief definitions of each broad area. Specific project descriptions, AMP guidelines, and recommendations for planning and implementing each project are discussed in chapter three "Projects."

**1. Humane Education in Schools**

Humane Education is fostering in children the spirit of kindness, respect, and sensitivity. It is based on the premise that children who learn to extend kindness, respect and sensitivity toward lower forms of life will be more kind, respectful, and sensitive with one another and grow up to be men and women of broader sympathies—more respectful of others—in every way more valuable citizens. Humane Education is not sentimentality, emotionalism, saving puppies and kittens. It is not anti-hunting, anti-abortion, pro-mercy killing, pro-sterlization, pro-vegetarianism, or a passing fad. Humane Education is simply cultivating that natural tendency in children to be kind. It is developing and refining the human spirit to its highest and most civilized potential. This broad area deals with humane education materials that are integrated into the curriculum in specific discipline areas for grades K-12, both in the classroom and on field trips. It also touches on in-service as well as pre-service teacher training.

**2. Legislation**

The general area of "Legislation" covers advocacy on the local, state and even national levels. Humane Education is a philosophy and a process; through lobbying and other legislative work one practices Humane Education by educating officials, legislators, senators and congressmen about the humane ethic and related issues.

Locally advocacy means working with city councils, county commissions, local school boards of education, powerful special interest groups to set policies regarding issues related to the humane ethic. On the state level it means lobbying and advocating for resolutions or bills that encourage citizens to live the humane ethic. It also means advocating at the State Office of Education for curricular guidelines and policies which promote Humane Education. Such advocacy suggests forming coalitions and partnerships with other interested organizations within the state, as well as other Leagues through the State Political Action Committee (SPAC). Although the federal level is more difficult for a League to influence it can be done through effective coalition building, collaboration, partnerships and networking.

**3. Pet Facilitated Therapy**

Pet Facilitated Therapy is a form of rehabilitation for individuals who are physically, mentally, or emotionally disabled. It is the introduction of animals into their environment in order to revitalize them and to enrich their daily lives by adding to their sense of purpose and fulfillment through the love and companionship of an animal.

The pet himself is the therapist. Pet Therapy is the natural giving of unconditional love and unqualified approval from a pet, a person receiving that love effortlessly and unconsciously, love and acceptance of the pet to the person and the person receiving and giving back this love. The physical therapy for the person results from the care this person gives the pet, which is the results of the outflow of his love for the pet and inseperable from it. Hence, the pet elicits, spontaneously, from people their love, concern, and practical care in terms of feeding, walking and grooming.

Pet Therapy is predicated upon the establishment of an enduring, natural rapport between humans and animals, independent of other therapists, family, or friends. Pet Therapy is not only legitimate; it is crucial to the mental and physical health of isolated individuals because no therapist or human being of any relation can give to the lonely, a total sense of dependency for his very existence. The very nature of a pet, in his absolute need for humans, makes him a therapist in his very essence because he gives humans a vital sense of usefulness and responsibility. Pet Therapy is a way of fulfilling a moral committment to our fellow man by using God's creatures, who can love purely and unconditionally even when we cannot, either because we cannot physically be present with a fellow human being, or we just cannot always maintain a balance of projected love for one another. This area focuses upon Pet Facilitated Therapy programs in rest homes, institutions for the handicapped, centers for delinquent youth and prisons. It is based upon experience indicating that "pets are of particular help to those groups which our society forces into a marginal position—children without families, the aged, the mentally retarded and the emotionally disturbed both in and out of institutions, as well as correctional facilities. All of these suffer from isolation, a scarcity of rewarding activities, and a sense of rejection by the world around them. A pet can sometimes literally mean the difference between life and death for such people."*

**4. Child Abuse Projects**

This area focuses upon Pet Facilitated Therapy for neglected or abused children. Here again the pet is the therapist giving unconditional love and unqualified approval, the child receiving that love effortlessly and unconsciously, and returning the love spontaneously.

The pet, in a sense, becomes the mirror in which the child sees himself wanted and loved not for what he should be, or might be, or might have been but for what he is. The child learns that it is possible to communicate one's innermost feelings without words—by mere gesture, glance or even bodily posture. At some point the child may have loved and trusted an adult but found his trust betrayed. However, when a child obtains a dog, for example, he learns very rapidly that the dog does not betray his master and can be trusted. Eventually the child may transfer the feelings of trust back to the adult.

Love for the pet drives the child's attention outwardly away from himself. He tends to forget or minimize his own immediate problems and becomes absorbed in the needs of something else. Love for the pet also creates a relationshp of mutual trust and confidence while building greater self-awareness, self acceptance, greater ability to give and share.[7]

**5. Zoo Projects**

League projects in zoological parks and gardens seem to be very popular and successful. We did not include them all in this *Handbook* but we did select 8 model projects. They generally focus upon public education: that is encouraging people to appreciate the animal world by experiencing it and learning about it. These projects also enhance public awareness of the role zoos play in conservation, in wildlife preservation, in zoological research and in educational recreation. Often these projects include docent tours of the zoological parks or gardens, docent slide presentations and brochures, Zoomobile programs taken into the public schools, Children's Zoos with "touching and petting" sections, creative fund raising for the zoos such as "Adopt-a-Pet" programs, and public awareness campaigns about zoos as educational, conservational, and recreational resources. Special attention is often given to programs for the handicapped, the elderly, and young children.

**6. Aquarium Projects**

Aquarium projects deal with the water environment and the plants and animals living there. As man continues to turn to the sea as a source of nourishment, energy and recreation, the need to study, appreciate and protect our water resources and inhabitants increases. Opportunities for adult education programs, environmental study guides and docent programs are but a few of the projects that can be developed in the area of Humane Education.

**7. Nature Center Projects**

Nature centers, environmental centers or wildlife sanctuaries are areas set aside in their natural state to protect nature within these boundaries, and to offer young and old an opportunity to enjoy and to learn about the natural world. Nature centers provide programs and exhibits which demonstrate man's relationship with the world around him. They encourage knowledge and appreciation of living things and stimulate public interest in resource conservation. In an almost recreational way, children are able to participate in the environment; outdoors, by taking trail walks and canoe trips; indoors, by touching non-living specimens and by watching small creatures living in their special homes. In every way, nature centers contribute to Humane Education by fostering respect, care and appreciation for all life.

**8. Humane Society Projects**

This chapter focuses upon Leagues that have created partnerships with local humane societies to help achieve mutual goals. Although humane societies usually have an adequate dues paying membership, they are non-profit charitable organizations generally staffed by dedicated volunteers and sometimes a limited or minimal paid staff that is high committed to the humane ethic. They often have much more that needs to be accomplished than they have resources. In addition the Board, which is highly committed to the goals and objectives of the humane society, sometimes lacks broad based community representation. These factors often make it difficult to launch and complete major fund drives, public awareness programs about pet ownership responsibilities and the work of the local humane society, Humane Education projects throughout the community, effective lobbying efforts, etc. The projects in this area address these needs offering trained League volunteers to help in school programs, in fund raisers, in office management, in public advocacy, in broader Board representation, in training the community volunteers, etc. These volunteer positions serve as popular placements for League members, especially those with strong convictions about the humane ethic, and greatly benefit the humane society.

**9. Public Information**

The projects in this area focus upon public awareness of Humane Education and encourage people to live by the humane ethic. Such projects are examples of coalition building and forming partnerships as well as networking within the League system. Public education is approached through TV, radio, newspapers, speakers bureaus, mall exhibits, *Humane Education Week*, printed brochures, billboards, bumper stickers, T shirts, and book marks. These projects not only inform the public about Humane Education but they also inform people about the Junior League, its purpose and its activities.

**10. Additional Projects**

This chapter is intended for projects that grow out of a commitment to the humane ethic but that do not fit into the preceeding chapter areas, such as the Junior League of Ogden Humane Education Evaluation Study, which is essentially a research project. We also hope that you will add projects to this area as you learn about them or develop them, and we encourage you to inform us about any new projects via the reply card located in the back of the *Handbook*.

This *Handbook* does not attempt to include all Junior League projects that fall under the broad umbrella of Humane Education. It has merely selected a few models in each general area. In addition, the following Leagues have successful Humane Education projects:

Junior League of Austin—Environmental Studies Project

Junior League of Birmingham—Ruffner Mountain Nature Center

Junior League of Dallas—Zoo Project and Natural History Museum Project

Junior League of Mexico City—Ecology Project

Junior League of Newport Harbor—Marine Environment Project and Natural History Project

Junior League of Peoria—Zoo Project

Junior League of Pittsburgh—Beechwood Farms Nature Reserve

Junior League of Portland—Snake House Project

Junior League of Pueblo—Zoo Project

The following Leagues have Humane Education Projects that are still in the planning stages or very early development:

Junior League of Corpus Christi—Aquarium Project

Junior League of Dallas—Pet Facilitated Therapy

Junior League of Grand Rapids—Humane Education in Schools

Junior League of Little Rock—Humane Education in Schools

***Summary***

If your League has a Humane Education Project which is not mentioned in this *Handbook* please fill out the reply card at the back of the book and send it to us. Also, if you develop such a project we urge you to let us know about it via the reply card. We sincerely hope the *Humane Education Projects Handbook* will be an inspiration to you.

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[1]"The Curse of Violent Crime," *Time*, Vol. 112, No. 12, March 23, 1982, p. 20.

[2]*Ibid.*, p. 16.

[3]Boffey, Philip M. "Social Scientists Say U.S. Crime Has Leveled Off," *The New York Times*, February 2, 1982, p. C 3.

[4]*Ibid.*, p. C 1.

[5]*Ibid.*, p. C 3.

[6]Levinson, Boris, *Pet – Oriented Child Psychotherapy*, Springfield, Illinois, Thomas, 1969, p. 162.

[7]*Ibid.*, p. 160.

***Community Response***

TODAY

WEDNESDAY P.M. MARCH 25 1981 C

# Brotherly love is for 4-footed friends, too

By Rose Mary Pedersen Budge
Deseret News staff writer

A decade ago, Presbyterian minister John A. Hoyt was spending his time evangelizing about brotherly love and compassion for one's fellow man.

Today, John A. Hoyt, president of the Humane Society of the United States, still is preaching the same sermon, ... with a very important postscript.

No one, says Hoyt, can really care about his fellow man unless he also has a sensitivity toward every living creature in this world. One character quality just naturally leads to the other. And to be truly compassionate individuals, the pain of a four-footed friend must touch us and cause righteous indignation just as does the suffering of another human being.

We have so long preoccupied ourselves with responding to the consequences of cruelty and abuse that we have neglected the task of building an ethical system in which kindness to animals is regarded as the norm, not the exception," he declares. It's high time to right this terrible wrong.

So, the president of the Humane Society of the United States is crusading and trying to enlist as many recruits as possible.

The goal of the crusade, explains the man who now has left the ministry and is devoting full time to his animal welfare job, is to get humane education into the classroom and to reach young people in their formative years.

If we can install the ethics of kindness, gentleness and reverence for all life in our youngsters, we just might be able to bring up a generation of truly caring adults, Hoyt believes.

And then he asks you to think for a minute what the world would be like if a truly caring generation could be created. He asks you to think for a minute what it would mean to society if every person felt a sincere personal responsibility for the welfare of each living thing.

Less crime. Less loneliness. Less cruelty. Less greed. Less lust. Less hate. Why, it could be a world very close to what God intended.

So, Hoyt, who's based at Humane Society headquarters in Washington, D.C., has very good reasons for keeping his daily schedule packed to the brim. He's a man with a purpose ... not just a job.

He, of course, has to look after the ever-growing concerns and projects of the society. But he also feels a strong commitment to looking after the educational branch of that organization, the National Association for the Advancement of Humane Education — an association he helped to found, a group that's crusading with religious fervor for humane education and ways to integrate it into the classroom.

This week John Hoyt has brought his "compassion for all living things" crusade to Utah — a fitting way to help the state observe Humane Education Week.

Tuesday evening he was the featured speaker at a dinner sponsored by the Humane Society of Utah. Wednesday he will keynote a special dinner being given at the Alta Club by the Junior Leagues of Ogden and Salt Lake. And, yes, he's using the speaking engagements as a chance to do a bit of preaching on his favorite subject and to give a bit of background on how the humane education movement began.

There's really nothing new about the idea, the president of the HSUS points out.

Years ago, men and women who loved animals and were concerned about their welfare were discussing the concept. Some teachers undoubtedly tried to instill the principles in their students. But large-scale instruction in the ethics of kindness and compassion just didn't go on because teaching aids and resource material on the subject of being humane didn't exist.

Then along came Dr. Stuart R. Westerlund who strongly suspected that academicians were doing their young charges a great injustice by not instructing humane education in the classroom.

Dr. Westerlund conducted a study for George Washington University to determine the need for, place for and the viability of teaching such concepts to youngsters throughout the country. And the results of the study were as clear as the finest crystal: the program was needed and the time had come to move ahead and formulate curriculum materials.

Even though the results of the study were crystal clear for a while the important research gathered dust.

Then, at last, Stu Westerlund found a man with enough connections and enough evangelical zeal to help him get things rolling: former minister John Hoyt, president of the Humane Society of the United States.

The two enlisted the support of the HSUS board of directors, then got a vote of confidence from the University of Tulsa where Westerlund was a member of the faculty. And out of their efforts, the Humane Education Development and Evaluation Project (HEDEP) was born.

In cooperation with the University of Tulsa, HEDEP began to develop, field test and implement humane education materials in school systems throughout the country. The project grew, evolved and eventually became the National Association for the Advancement of Humane Education, a division of the Humane Society of the United States.

Utah was one of the first states to field test the humane education materials put out by the association.

John A. Hoyt is crusading for "compassion for all living things."

thanks to the dedication of Dr. Carol Browning and members of the Ogden Junior League who enthusiastically put volunteer muscle behind the program.

Our league had recognized the need for such a program and had decided to adopt humane education as a project," says Dr. Browning. We had been involved in a search to find resource materials to take into the classroom when we happened on to the work being done by the National Association for the Advancement of Humane Education. We began a pilot program in the Ogden schools, and we've been deeply committed to the program ever since.

Ever since ... has been a rewarding period for Ogden league members. They've seen a humane education resolution passed by the State Legislature. They've seen many elementary schools and day-care centers in Ogden, Weber County, Salt Lake City, Jordan, Granite, Park City and Murray get on the bandwagon.

The Salt Lake Junior League has joined the Ogdenites, and women from both groups have met with dozens of administrators and teachers to show them how the humane education units work, to help them plan field trips to such places as the zoo and pet shop, and to provide them with supplementary research materials for their libraries.

Carol Browning estimates that so far over 15,000 Utah kids have been schooled in compassion for all living things.

*Now, therefore, I, Scott M. Matheson, Governor of the State of Utah, do herby declare the week of November 4 through 11, 1979, as HUMANE EDUCATION WEEK in the State of Utah and call upon the citizens of our communities to actively participate under individual initiative in spreading the principles of humane education. I further urge all citizens to reflect upon their own values concerning respect for all forms of life.*

The Honorable Scott M. Matheson
Governor of Utah

*While as a society we've grown tremendously in scientific pursuits, our growth in quality human dimensions has lagged far behind. Whereas the material progress of this country has been nothing short of phenomenal, the moral and ethical side of society has retrogressed. Thus, civilization has not been advanced—for who can trust the performance of a mechanical gadget if the morals of its maker are in question? ...In my opinion we must engender in the lives of our students a moral commitment to proper treatment of animals and of each other to the point that what we learn and the beliefs we espouse will become manifest in our behavior toward others. ...I want each of you to know that I am inescapably supportive of humane education—its objectives and purposes; and I am supportive of those specific programs we have in Utah schools which lead our students to the achievement of the objectives of kind and considerate treatment of animals which will carry over into a broader application of love for one another and a more humane relationship with people and a greater reverence for all life.*

Dr. Walter D. Talbot
Utah State Superintendent of Public Instruction
Humane Education Week dinner-March 1981

***Task Forces***

A task force is a group of persons, with various specialities, that is charged with investigating a particular problem and with formulating proposals for its solution, and that frequently is part of a larger group that is dealing with a complex of related problems, according to Webster's New International Dictionary. Generally task forces are temporary appointments automatically terminated when the specific task or definite objective has been accomplished.

Under the broad umbrella of Humane Education are many areas in which task forces can play a vital role in project selection: researching community needs, assessing League interests and capabilities, and recommending appropriate projects and programs. The following are just a few examples of Humane Education task forces.

***Community Animal Welfare and Control Task Force***

Every community in the United States suffers from the domestic pet over-population problem. At a recent conference of mayors it was estimated that the most frequent complaint for mayors to address is animal welfare and control. Many communities have insufficient licensing enforcement, non-existent spay and neuter programs, unattractive and even inhumane animal shelters; and poor co-operation between local veterinarians, humane societies, school districts, city officials, and the media to help correct these problems which belong to all citizens. Co-operation and collaboration building between these diverse groups, who all suffer from the common problem, is, indeed, preferable to each group or agency criticizing from an uninvolved standpoint. In other words, a task force made up of representatives from the various interest groups, with the Junior League as the catalyst, could research these problems and recommend projects to address these needs. A Junior League task force, made up only of members, could research the needs of the local humane society and build a partnership with them to help them accomplish some specific objectives.

***School Curriculum Task Force***

Many elementary and secondary school curricula do not include much Humane Education material even though the humane ethic may be endorsed by the school board and the administration. A task force could be appointed involving League members, curriculum specialists from the district office, a principal, a teacher, a PTA representative, etc., to research the existing curriculum and the available Humane Education materials. Recommendations could then be made to the local and/or state school Boards of Education about how and where to integrate Humane Education into the curriculum, how to train the teachers to use it, and how to get funding for the materials.

***Pet Facilitated Therapy Task Force***

Most communities have homes for the handicapped, the elderly, the physically or emotionally disabled. Most cities have centers for the neglected and abused, for delinquent youth and adults who must live in prisons. At best these are unpleasant facets of our society; at worst they are uncivilized and inhumane. Whatever the standards of these various homes, centers and institutions, the quality of life within them can be improved with Pet Facilitated Therapy. A task force could research local homes, centers and institutions and recommend appropriate Pet Facilitated Therapy programs to help meet the needs of these unfortunate people who have lost their alternatives.

***Legislative Task Force***

Some states have Humane Education legislation on their books, but most do not. Advocacy and legislation is a powerful step toward implementation. A task force could research the state laws for Humane Education bills or resolutions. If such legislation exists the task force could recommend ways of improved implementation. If it does not exist, strategies could be proposed to introduce and lobby for such state legislation. This is an ideal issue for a State Political Action Committee (SPAC) to consider.

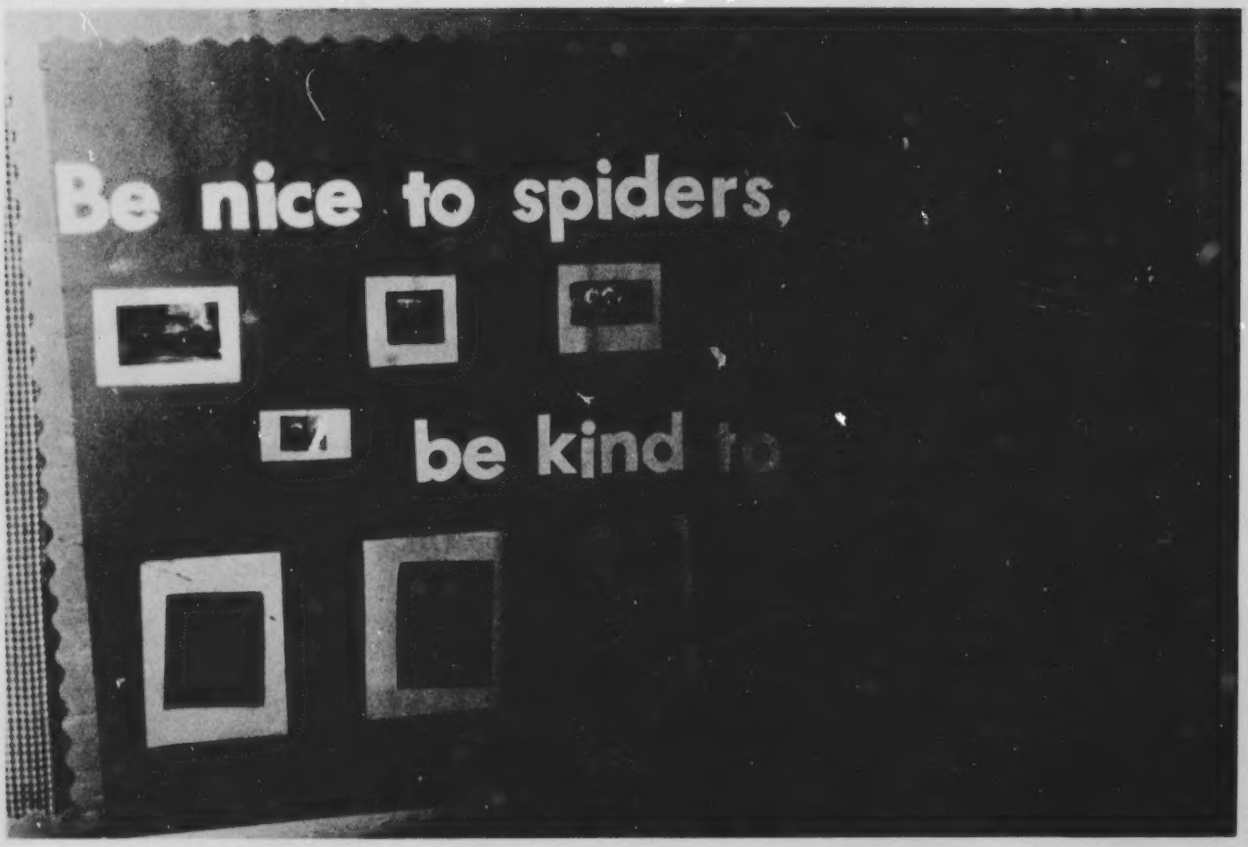
Federal lobbying on humane and environmental legislation is a continual process. Many organizations have professional lobbyists working full-time in Washington, D.C. Balanced, unbiased research from a task force could be very helpful to a lobbyist. A SPAC task force could have a significant impact by making recommendations at the federal level.

***Environmental Issues Task Force***

On both a local (city and state) and a federal level environmental concerns are discussed, debated, legislated, enforced, rescinded. Many Leagues in this *Handbook* have impressive projects that have required tremendous amounts of time and energy. Environmental issues are complex yet there is one clear fact—we human beings share this planet with other forms of life. Our stewardship in using and protecting this life and these natural resources will determine the quality of life for ourselves as well as for the future of mankind. An Environmental Task Force could research a wide variety of critical issues and propose balanced, well thought out solutions to those in policy making positions.

***Summary***

The task forces suggested above are merely a few examples of the kinds of Humane Education task forces that could be effective. They are intended to stimulate your creative thinking about Humane Education needs in your community and how to set up task forces to study those needs. Many of the model projects discussed in the following pages began with task forces.


Be nice to spiders,
be kind

*Children trained to extend justice, kindness, and mercy to animals become more just, kind, and considerate in their relations with each other. Character training along these lines in youth will result in men and women of broader sympathies, more humane, more law-abiding—in every respect more valuable citizens.*

*Humane education is teaching in the schools and colleges of the nation the principles of justice, good will, and humanity towards all life. The cultivation of the spirit of kindness to animals is but the starting point towards that larger humanity which includes one's fellow of every race and clime. A generation of people trained in these principles will solve their international difficulties as neighbors and not as enemies.*

National PTA Congress-1933

*We do not teach compassion by saying, "BE KIND." Compassion for animals is one of childhood's most profound and powerful spiritual experiences and affects the entire life for good. To deny a child this experience is to rob him of a vital part of his spiritual heritage. A child is not stirred to compassion by association with other children. They are as well off as he. In his association with his parents he is the receiver, not the giver. With animals he is taught that this wonderful helpless life looks to him for protection, tenderness, kindness, love. He becomes the giver, not the receiver. There is now born in the heart of the child that miracle of compassionate love that is the heart of all goodness, all religion. It is the nature of compassion to expand. He now has the desire to extend this to his human relationships. Tragically the reverse is also true. Case histories on the aggresively cruel reveal these cruelties were first performed on animals. Actually, humans suffer as much from the cruelty they inflict as the animals. The animals suffer physically, but man bears spiritual scars.*

**Grace Johnson**

***Name of Junior League***

Junior League of Champaign-Urbana, Inc.

***Address of Junior League***

512 W. Church
Champaign, Illinois 61820

***Name and Address of Co-ordinator of Handbook of Humane Education Projects***

Mrs. Kent Zumwalt (Judith)
RR1, Box 97
52 Pine Tree
Seymour, Illinois 61875

***Humane Education Project Title***

Humane Education in the Schools

***Brief Description of Project***

Our committee works in conjunction with the local County Humane Society. Our purpose is to teach adults as well as children the need for kindness, respect and responsibility—kindness and respect for all living things and responsibility in all we do including responsible pet ownership. This is accomplished through programs presented in the schools and materials and AVs loaned to teachers.

Workshops and teachers' in-service presentations are held to acquaint teachers with our rationale and with what materials, programs, etc. we have available for their use in the classroom. We have also placed numerous Humane Education materials and AVs in the school libraries in the county.

Adult education comes in the form of educational displays which we sponsor for various special events such as *National Wildlife Week*, and *Be Kind To Animals Week* plus others throughout the year. We also sponsor children's posters during BKA Week in which many schools participate.

We hold an orientation for new members to our group two times yearly. We encourage community members on our committee.

***Explanation of how to set up and implement project***

It is necessary first of all to obtain permission from the school system(s) in which you intend to work. We started with the resource persons for the school district, showing them our materials. Then we obtained permission from the unit central office to go to the individual school principals. We set up appointments with individual principals, explained our programs and materials and asked for an opportunity to make a presentation to the entire faculty at a faculty meeting. We also made it known to other groups (such as PTA, Scouts, etc.) that we and/or our materials were available for their use. Either we could present programs or we could provide the materials for the teachers to use.

Each school year we remind the teachers that we are again available and bring to their attention the new materials we have acquired. If a school is slow in responding we might set up a display in the school library or again remind the teachers by individual notes.

Our group at this point has a fairly extensive list of AVs, publications, etc. that we would gladly share (the list) with new groups so that they could start a collection of materials. *Humane Education* magazine tells you where to obtain many materials, books, etc. Other organizations such as The Humane Society of the U.S., American Humane Association, the National Association for the Advancement of Humane Education, the Latham Foundation, and many others are very helpful.

***Community Response to Project***

The mayors of both Champaign and Urbana have enthusiastically and publically endorsed the project as has the regional superintendent.

**AMP Form**

**Committee:** Humane Education in Elementary Schools
Administrative Year 1981-1982

**Goals:** To develop members potential for community service:

1. To instill in children a respect for all living things.
2. To teach responsibility in all we do, especially pet care.
3. To demonstrate kindness.

**Objectives:**

A. To present programs in elementary schools to educate about animal related problems.
B. To give children a chance to participate in *Be Kind to Animals Week*.
C. To provide training opportunities for elementary teachers in Humane Education.

**Plan of Action:**

**General Concept:**

A1. Schedule and coordinate program requests.
A2. Train volunteers to give requested programs.
A3. Display program materials in school libraries to generate interest.
A4. Present programs at school faculty meetings to generate interest.
B1. Send letters to each teacher asking her to have children make posters for BKA Week display.
B2. Contact shopping mall, library, or some public place to reserve a day and space for display (1st full week in May)
B3. Pick up posters from schools and arrange display.
B4. Return posters with a thank you certificate for each child.
B5. Send thank you letter to place of display.
C1. Contact school district(s) and arrange to be made a presenter in the school's in-service training.
C2. Arrange an evening workshop for interested teachers.
C3. Design and print an informative newsletter to be distributed to teachers at regular intervals.

**Allocation of Resources:** To present programs in elementary schools to educate about animal related problems.

| | **Manpower** | **Materials** | **Money** |
|---|---|---|---|
| A1. | Volunteer scheduler | Phone number for local teachers to call | None |
| A2. | Old and new members | Background information values clarification, audio video materials, set programs | Printing, volunteer packets, AVs |
| A3. | The 1 volunteer and her school | Group of materials, resource list, list of programs | Printing, AVs |
| A4. | The 1 volunteer and her school | Group of materials, resource list, list of programs (the C-U Junior League has a long list of materials) | Printing |
| B1. | A person to design and have printed letters and certificates | Teacher letters and certificates | Printing, depends on number of teachers |
| B2. | A person to make arrangements with mall | None | None |
| B3. | One volunteer per school if possible | None | None |

| | | | |
|---|---|---|---|
| C1. | Chairman informed members to make presentation | History of Humane Movement, rationale, values clarification, printed materials on Humane Education, AV materials | Printing, free materials for teachers |
| C2. | Same as above | Same as above | Same as above |
| C3. | 1-2 newsletter co-ordinators, volunteers to distribute | Articles, announcements, book reviews, information about classroom pets, etc. | Printing and possibly some postage |
| | | | Total for Humane Education Project is $1,975.00 |

| | **Time Framework** | **Authority** | **Alternate Plan** |
|---|---|---|---|
| A1. | Year round | School volunteers, scheduler | Each school has a volunteer who does that school only |
| A2. | May and September | Junior League Chairman, Humane Society Chairman | New members observe old members in action |
| A3. | Fall and Winter rotate from school to school | Principal, librarian, volunteer | Go to individual teachers known to be interested |
| A4. | Same as above | Principal, volunteer | Same as above |
| B1. | Contact mall months in advance to reserve first full week in May | Mall manager, principals, volunteers | Have posters display and celebration in individual schools |
| C1. | At beginning of school year | School contact in charge of in-service, chairman | Presentation by school at a faculty meeting or PTA meeting |
| C2. | Early enough to obtain place for workshop, preferably with AV equipment | Person in charge of workshop site, chairman | Contact organizations to try to arrange programs at meetings |
| C3. | We do three times yearly | Chairman and coordinators | |

**Controls:**

A1. Have volunteers submit list of activities regularly.

B1. Be sure to contact place of display months in advance. Most set up displays are scheduled for a year in advance. Distribute letters to teachers a month or so in advance with all pertinent information.

C1. Need for making arrangements far in advance, most schools begin setting these things up at the beginning of the school year or end of summer. Advertise widely.

**Appraisal/Evaluation:**

A1. Teachers fill out evaluation forms and return to chairman.

A2. Volunteers evaluate training.

B1. Response may be small first year, but increases each year.

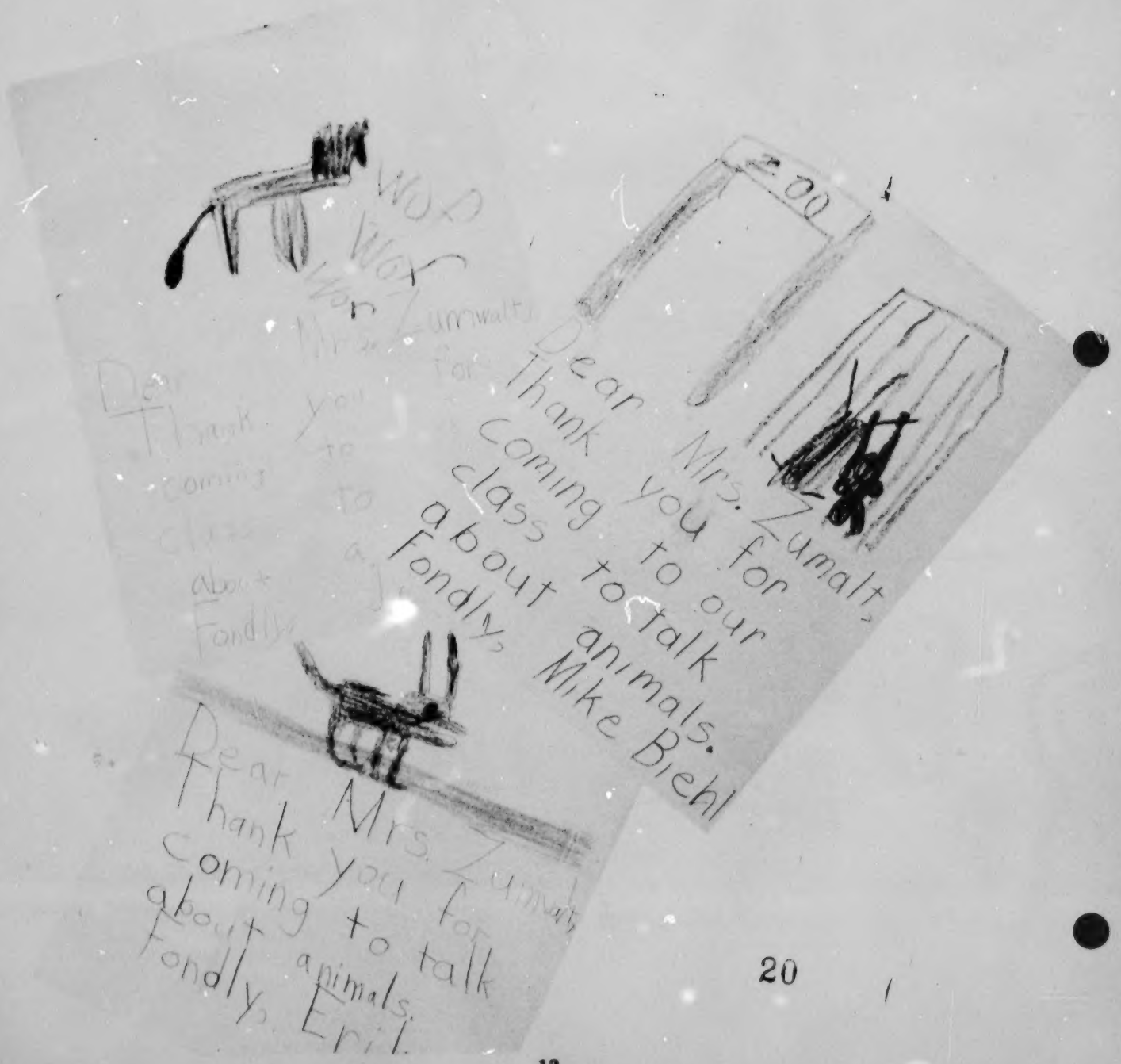
C1. Teachers in attendance fill out evaluation forms for in-service workshops. Use for future reference. Response can also be somewhat measured by number of teachers asking for programs and materials.

**Recommendations:**

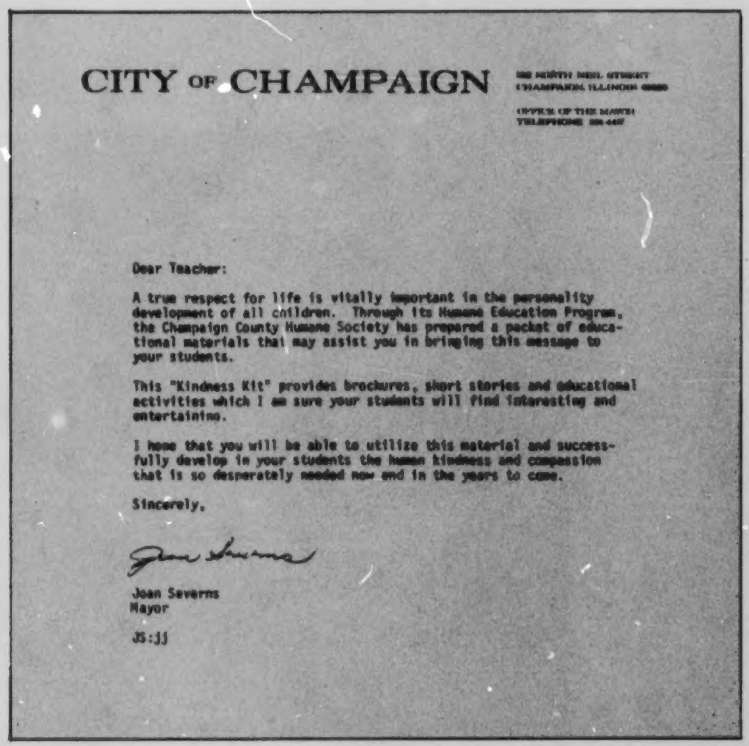
A1. Possible two year commitment. It takes a while to become a good volunteer who is well informed.

B1. Don't make this a contest. Instead, give each child a certificate of participation.

C1. Teachers generally don't want to hear a lot of talk about why we are doing what we we are doing. They are more interested in a short discussion and then in seeing as many of our programs and materials as possible in the time allotted. We generally show portions of slide presentations, movies, filmstrips, etc. rather than entire ones so we can show more.



***Community Response***



CITY OF CHAMPAIGN

Dear Teacher:

A true respect for life is vitally important in the personality development of all children. Through its Humane Education Program, the Champaign County Humane Society has prepared a packet of educational materials that may assist you in bringing this message to your students.

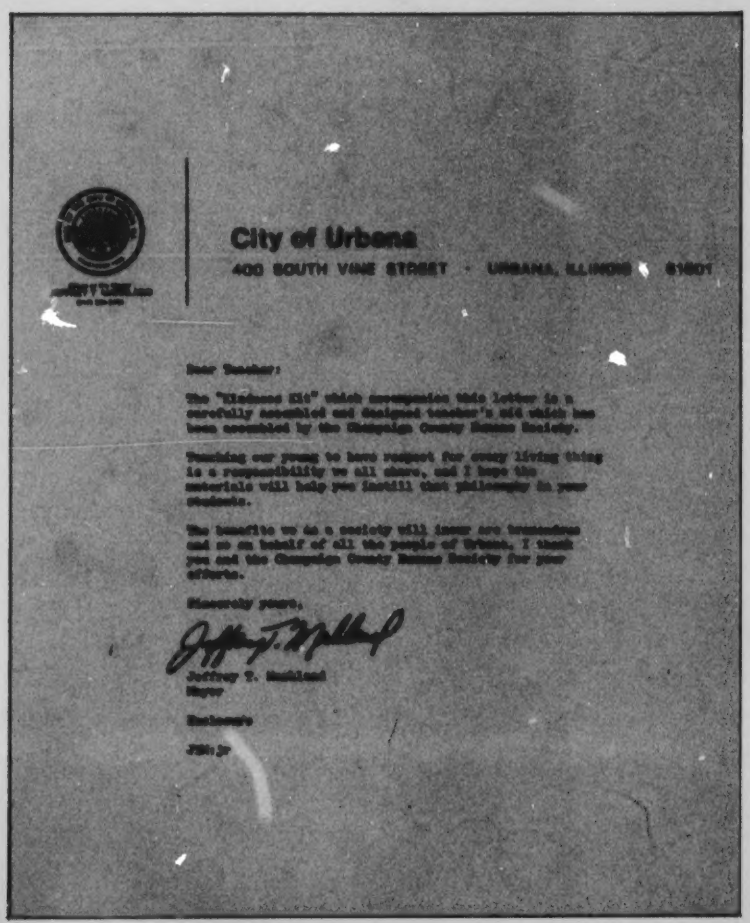
This "Kindness Kit" provides brochures, short stories and educational activities which I am sure your students will find interesting and entertaining.

I hope that you will be able to utilize this material and successfully develop in your students the human kindness and compassion that is so desperately needed now and in the years to come.

Sincerely,

Joan Severns
Mayor

JS:jj



City of Urbana
400 SOUTH VINE STREET · URBANA, ILLINOIS 61801

Dear Teacher:

The "Kindness Kit" which accompanies this letter is a carefully assembled and designed teacher's aid which has been assembled by the Champaign County Humane Society.

Teaching our young to have respect for every living thing is a responsibility we all share, and I hope the materials will help you instill that philosophy in your students.

The benefits to do a society will insure are tremendous and on on behalf of all the people of Urbana, I thank you and the Champaign County Humane Society for your efforts.

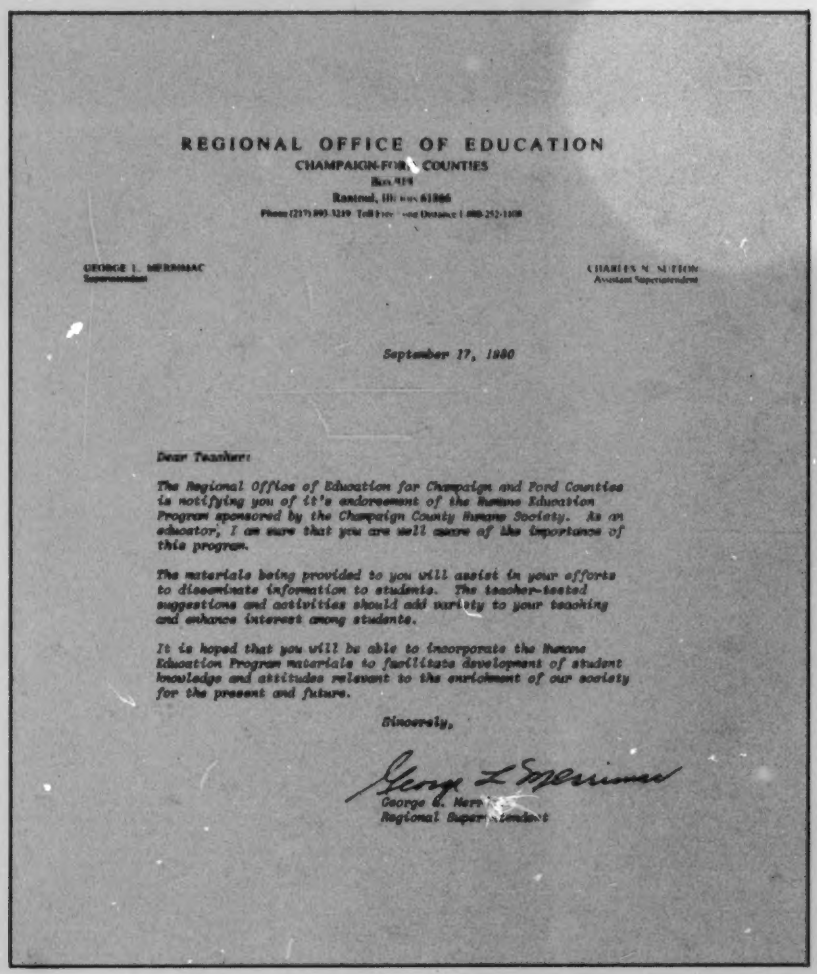
Sincerely yours,

Jeffrey T. Markland
Mayor

Enclosure

JTM:jr

***Community Response***



REGIONAL OFFICE OF EDUCATION

CHAMPAIGN-FORD COUNTIES

Box 419

Rantoul, Illinois 61866

Phone (217) 893-3219 Toll Free Long Distance 1-800-252-1108

GEORGE L. MERRIMAC
Superintendent

CHARLES N. SUTTON
Assistant Superintendent

*September 17, 1980*

*Dear Teacher:*

*The Regional Office of Education for Champaign and Ford Counties is notifying you of it's endorsement of the Humane Education Program sponsored by the Champaign County Humane Society. As an educator, I am sure that you are well aware of the importance of this program.*

*The materials being provided to you will assist in your efforts to disseminate information to students. The teacher-tested suggestions and activities should add variety to your teaching and enhance interest among students.*

*It is hoped that you will be able to incorporate the Humane Education Program materials to facilitate development of student knowledge and attitudes relevant to the enrichment of our society for the present and future.*

*Sincerely,*

George L Merrimac

*George L. Merrimac*
*Regional Superintendent*

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***Name of Junior League***

Junior League of Ogden, Inc.

***Address of Junior League***

2580 Jefferson Avenue
Ogden, Utah 84401

***Name and Address of Co-ordinator of Handbook of Humane Education Projects***

Mrs. John LeVanti (Dori)
2232 E. Eastwood Blvd.
Ogden, Utah 84403

***Humane Education Project Title***

Humane Education Project

***Brief Description of Project***

In 1973, the Junior League of Ogden began a school enrichment program focusing on Humane Ethics Education, in cooperation with the Ogden City School District. In 1977, this pilot project was approved by the Utah State Board of Education and the Textbook Commission making it a recommended state-wide program. That year the Ogden League changed this program to a funded project and the Junior League of Salt Lake City joined the Ogden League, creating a joint Humane Education placement.

The Utah Leagues held joint volunteer training workshops which offered 1 semester hour or 1½ quarter hours of graduate credit in Education. They also co-sponsored *Humane Education Week* in Utah, the Humane Education Resolution in the 1980 Utah State Legislature, and a Forum Submission on Humane Education at the AJL 1980 Annual Conference.

The Utah Leagues have been working with 186 public elementary schools in 7 school districts, 5 private schools, 64 day care centers, the Utah School for the Deaf and Blind, and 3 schools for delinquent and abused youth. Approximately 70,000 children are exposed annually to this program, about 2/3 of the elementary aged children in Utah.

Specifically, the League volunteer is assigned to approximately 10 elementary schools for the year. She asks the principal if she may speak in a faculty meeting early in the year to explain and demonstrate the program. At that meeting she gives a handout to each teacher explaining the Humane Education Project. See example handout following this report. She gives to the school library a specially made plastic zipper packet full of Humane Education materials intended as supplementary materials for the teachers. In subsequent years these packets are updated by the volunteers, and the materials that have been lost or damaged are replaced. She also gives them a set of 5 Humane Education posters for the library during *Humane Education Week* and for the teachers to hang when teaching Humane Education units.

She encourages the school to purchase *Sharing Sam*, a K-2 grade flannel board story; *Sharing: You And The Animal World*, a 2-4 grade language arts set of units; the "Withit" video tape series, for grades 4-12 in language arts and science; and *People and Animals: A Humane Education Curriculum Guide* for K-6 in the curricular disciplines of language arts, math, health science, and social science. Materials recommended for the secondary level are *Animals in Education* and *Careers: Working With Animals* from HSUS in Washington, D.C.; and the *Endangered Species Handbook* from the Animal Welfare Institute in Washington, D.C.

During the academic year, the volunteer visits her schools regularly to help them with field trips to the Ogden City Animal Shelter, the Greater Ogden Nature Center, the Weber County Environmental Center, the Hogle Zoo, and to help them celebrate *Humane Education Week*. She also evaluates the project with the teachers in January and in May.

In 1979, this project won an International Year of the Child Certificate of Recognition award for outstanding contributions on behalf of children.

In 1981, the Committee designed a *Pet Ownership Responsibilities in Ogden City* pamphlet which was printed by the City and distributed to 38,000 homes in Ogden. The Committee Chairman was appointed to the Ogden City Advisory Committee on Animal Welfare and Control which reports directly to the Ogden City Council. The Committee also field tested the *People and Animals: A Humane Education Curriculum Guide* in 42 classrooms with over 1,000 children.

In 1981-1982, the Committee helped research, compile, and design the *Humane Education Projects Handbook*, networking with the Champaign-Urbana and Boston Junior Leagues as well as 22 contributor Leagues. The Committee also wrote a proposal to the Utah State Office of Education to measure the effects of the *Guide* on K-6 children's values, attitudes, and behavior. It was funded this year for $37,710 by the USOE and the National Association for the Advancement of Humane Education. This is a two year original research project with nation-wide scholarly implications. Graduate credit in Education and Psychology is being offered to volunteers who want to work for credit. The proposal for FY 1982-1983 is $67,330. See "Other Projects: Research" in this *Handbook* for details.

***Explanation of how to set up and implement project***

1. Determine the needs in your community.
2. Review Humane Education materials and select those which best meet these perceived community needs.
3. Train the League volunteers in advocacy for Humane Education.
4. Establish a good working relationship with your local school district, i.e.: a) board of education b) superintendent c) curriculum specialists d) principals e) media specialists f) local unions.
5. Establish a good working relationship with the local PTA or similar organization of parents.
6. Establish a good working relationship with the State Board of Education and the State Office of Education.
7. Offer in-service teacher training workshops on Humane Education. Arrange credit with a local college or university for the teachers.
8. Establish a good working relationship with the community and special interest groups, i.e.: a) city council and mayor's office b) Governor's office c) social service and correctional agencies d) retirement homes e) child abuse agencies f) animal welfare organizations g) environmental organizations h) scouting and youth groups i) churches j) local legislators k) nature centers, zoos, animal shelters.
9. Establish a good working relationship with the media, i.e.: a) local newspapers b) local radio stations c) local T.V. stations.
10. Request the Governor to declare *Humane Education Week* state-wide. This could be a joint effort with other Leagues within the state, i.e. a SPAC focus. See "Public Information" in this *Handbook* for further details.
11. Establish a good working relationship with an effective advertising agency to help promote *Humane Education Week* to the general public. *Actors and Others for Animals* can send a member to help generate publicity.
12. Create a logo for bumper stickers, T shirts, billboards, etc. for *Humane Education Week*, as well as curricular materials in the schools.
13. Check your state laws and if Humane Education is not on the books, sponsor such legislation. Co-sponsoring with other Leagues in the state should be considered. See "Legislation" in this *Handbook* for more information.

***Community Response to Project***

The school district response has been overwhelmingly favorable in that 85% of the schools have purchased our recommended materials and 100% of them have used at least some of the donated materials. Many use them all year long.

Formal support from the Utah State Legislature, the Governor, the Utah State Board of Education, the Utah Veterinary Medical Association, the Humane Society of Utah, the Ogden City Council and the national organizations such as the Latham Foundation, the National Association for the Advancement of Humane Education, The Humane Society of the U.S., and the American Humane Association has been strong and consistent.

Since 1977, this project has received grants of over $52,000 in addition to League funding. Next year we have applied for $74,000 to complete the research project.

**AMP Form**

**Committee:**

Humane Education Committee
Administrative Year 1979-1980

**Goal:**

The goal of Humane Education is to foster in children sensitivity for all forms of life: plant, animal, and human. This goal is based on the assumption that children trained to extend justice, kindness, and mercy to animals become more just, kind, and considerate in their relations with each other; and, as adults, become men and women of broader sympathies, more humane, in every respect more valuable citizens. The cultivation of the spirit of kindness to animals and respect for life is but the starting point towards that larger humanity which embraces all races and religions.

**Objectives:**

1. To introduce humane education, curricular integrated materials, guides and units into the elementary schools and to encourage their successful implementation. Specifically, the object of Humane Education is to teach in the elementary schools the principles of justice, goodwill, respect, and humanity toward all life by using curriculum integrated materials which weave the humane ethic into all the lessons. *People and Animals: The Humane Education Curriculum Guide* is an excellent publication which recommends such materials.

   Ideally, every elementary school will own a *Guide* and each elementary teacher will check it out of the media center or library and use it during the year. The volunteer does not teach. Rather, she explains and demonstrates recommended materials to the faculty and media specialist, she provides the school with supplementary humane education materials, she helps the teacher plan and make field trips to the local animal shelter and nature center.

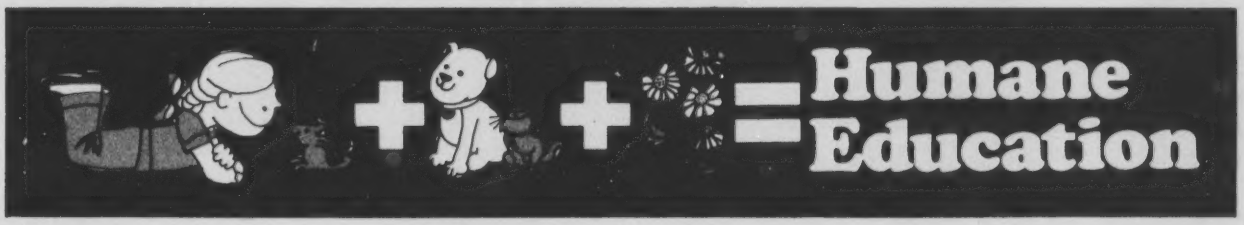
   She also demonstrates materials in classrooms if asked by a teacher. She offers programs to the PTAs. She encourages each school to acquire a *Guide* and to use the supplementary humane education materials regularly. As new materials and units are developed she introduces these to the elementary school. She also promotes *Humane Education Week* in her school.

2. To train volunteers who can work effectively in the following areas: advocacy, grantsmanship, materials demonstrations, research, publicity, journalism, lobbying and administration.

**Plan of Action:**

**General Concept:**

Each volunteer is responsible for a certain number of elementary schools. She makes initial contacts with all the principals (perhaps by telephone), arranges appointments and meets with the media specialists and faculty to explain and demonstrate the materials recommended by the League, that each school should purchase, and the supplementary materials (she should not leave the recommended materials with schools to be previewed in her absence because they often do not take the time to do so), works with individual teachers in the classrooms if requested, assists teachers in planning and making field trips, promotes *Humane Education Week*, makes evaluations at mid-year and the end of the year, interviews teachers about the program, addresses faculty and PTA meetings. See "Brief Description of Project" for further details.



**Allocation of Resources:**

**Manpower**

One volunteer can effectively be responsible for 8-12 schools. Thus the more volunteers in the placement the more schools that can be reached. Two volunteers are a minimum. Those who have experience in elementary education and who already have strong convictions about the respect for all life principles are particularly effective in this placement.

**Materials**

The *Guides, Sharing Sam, Sharing: You and the Animal World* are purchased by each elementary school, by the PTA, or by the school district from:

The National
Association for the
Advancement of
Humane Education
Box 362
East Haddam,
Connecticut 06423

Each *Guide* costs $25.00 *Sharing Sam* costs $3.00 and *Sharing: You and The Animal World* is $20.00 per unit. There are 3 units.

"Withit" can be received free of charge from:

Latham Foundation
Latham Plaza Building
Clement & Schiller
Alameda, California
94501

Supplementary humane education materials are purchased by the Junior League (or any other charitable organizations at cost from two major sources:

American Humane
Association
9725 E. Hampden
Avenue
Denver, Colorado
80110

The Humane Society of
the United States
2100 L Street N.W.
Washington, D.C.
20037

Enclosed in each supplementary materials packet are catalogues from these organizations so additional materials can be ordered.

Humane Education plastic zipper cases can be ordered from:

Gardiner Advertising
Agency
56 West 4th South
P.O. Box 30
Salt Lake City, Utah
84110

**Money**

This placement requires little money. Each school purchases its own core materials. Field trips are generally free since parents drive the children or the school district has allotted funds for such trips, and nature centers and shelters have no admission charges. The only cash expenditures are the packets of supplementary humane education materials which cost approximately $20 for the materials and $10 for the zipper case they are stored in, making a total of about $30 per school. The posters cost about $5 per set. Thus, for example, in Ogden City and Weber County there are 50 elementary schools, requiring a budget of $1700 for the first year. For subsequent years the costs would only be for additional materials to keep the packets up to date, because these materials are non-consumable and should become part of the media center's permanent collection.

Each League might consider establishing a fund to pay for part of the *Guide* or other recommended materials for schools in deprived areas.

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**Time Framework**

Orientation—September workshop 1-2 days = 1½ quarter hours or 1 semester hour of graduate credit in Education
Placement—mid-September until end of November; mid-Janurary until end of April

**Authority**

The Humane Education Committee Chairman is ultimately the person responsible for leading the Committee to achieve its objectives. She should check the progress of her Committee members during the year, and set aside time to deal with problems should they arise. The recommendations and suggestions of the Committee members are very important and should be considered carefully at both the mid-year and May evaluation meetings, but the final authority remains with the Chairman, who works closely with the school district office and the superintendent.

**Alternate Plan**

There are many alternate methods for achieving Humane Education goals outside the school forum; for example, the *Guide* and recommended units and the supplementary materials could be used in scouting, church, public library, other youth educational programs. Newspaper, T.V., or radio programs could also be developed. Within the school context, in-service training workshops could be offered. Local colleges and universities could offer graduate credit in Humane Education through their Schools of Education as has been done at the University of Tulsa in their Ed.D. program, and as is offered in the training workshop.

**Controls:**

1. At the orientation and training workshop the Committee Chairman should explain how to demonstrate the *Guide*, *Sharing Sam*, *Sharing: You And The Animal World*, and "Withit" clearly, and discuss the supplementary materials thoroughly. Time should be set aside for questions. Each volunteer should know exactly what her responsibilities are by the end of the meeting; that is, which schools she should visit and by which dates. We recommend that all schools have an initial visit by *Humane Education Week*.
2. Evaluation forms will be left at each elementary school media center, to be filled out by each teacher who uses these purchased materials and the supplementary packet and posters. These forms will be picked up and evaluated in both the mid-year and the May meetings.
3. The Chairman should call each volunteer around the beginning of October to discuss progress, help with any problems, and offer encouragement and praise for the accomplishments to date. She should remind the volunteer of the *Humane Education Week* deadline, and encourage communication if there are problems, or if the volunteer falls behind schedule.
4. To assure a certain standard of performance the Committee Chairman could go with each volunteer to a school to observe her in action. This observation should take place during the first weeks of September. Suggestions, praise, encouragement can be given at that time. However, this should only occur at the volunteers request.
5. At both the mid-year and May evaluation meetings, feedback from the volunteers, the invited critics such as principals, teachers, or media specialists, and the school's evaluation forms should serve as a control mechanism for both the success of the placement in achieving its goals and objectives, and the success in being a rewarding and quality placement for the volunteers. Each volunteer should pick up the teachers' evaluation forms in early January and make a summary of them for the mid-year evaluation meeting. Also, each volunteer should send her school evaluation form to her Committee Chairman one week before the mid-year meeting.

**Appraisal/Evaluation:**

1. At the mid-year evaluation meeting the progress, problems, and alternatives can be discussed based on the volunteers' opinions and experiences and the teachers' evaluations. Certain teachers can be selected from the teacher evaluation forms and interviewed personally for a more in-depth evaluation. Changes can be made for the spring incorporating these suggestions.
2. At the May meeting the evaluations of the Humane Education Project will be based upon the volunteer's project evaluation form, the volunteer's school evaluation form, the teachers' evaluation forms, the number of schools visited by all the volunteers, the number of recommended units and guides acquired, the frequency of use of these recommended materials and the supplementary materials, the *Humane Education Week* activities, the number of field trips taken, etc.

**Recommendations:**

To know whether you, as a volunteer, have really had an impact on a child's life is difficult to judge. Sometimes we wonder if, in the long run, we have made any permanent difference. We may sense a positive response in the classroom or on a field trip, but will the children be more humane next week? next year? when they are adults?

To alter inhumane values, to affect attitudes, to change destructive behavior patterns can be a long process. Similar to the entire educational process long term results are not easy to measure.

Our guiding faith is that man is basically humane, that patterns set in early life are critically important, and that by working in partnership with others in the community to foster kindness we will create a better world for all living things.

*Junior League of Ogden*
2580 JEFFERSON AVENUE
OGDEN, UTAH 84401

HUMANE EDUCATION PROGRAM

1980 - 1981

"The Three R's: Responsibility, Respect, Reason"

Humane Education is teaching children to be kind. It is fostering in children and encouraging in adults kindness, sensitivity and compassion for all forms of life: plant, animal, and human. Cultivating the spirit of kindness, sensitivity, compassion for all life is just the starting point toward that larger humanity which includes life of every form, every culture, every race; creating men and women of broader sympathies, more sensitive, more just, more humane. This Humane Ethic is based on the premise that children who learn to extend justice, kindness, consideration, and respect to lower forms of life will be more just, kind, considerate and respectful of one another, and as adults, will be more respectful of all living things.

Recommended Language Arts Curriculum:

Grades K - 2 — Sharing Sam - a flannel board language arts kit which emphasises pet care and pet ownership responsibilities, complete with a teaching guide and pattern. This kit can be purchased from your volunteer for $3.00 or ordered from: The National Association For The Advancement of Humane Education
P.O. Box 98
East Haddam, CT 06423

Grades 2 - 4 — Sharing: You And The Animal World - a set of three language arts units complete with cassette tapes, film strips, teachers guides, and [illegible]itmaster books, which, in addition to teaching reading, writing, spelling, and communication skills carries the humane ethic through every lesson. The three units are Pets (an excellent preparation for a field trip to the Ogden Animal Shelter), Wildlife In Your Community and Animals Of The Forest (both excellent preparation for a field trip to the Ogden Nature Center or the Weber Environmental Center. These can be purchased from your volunteer for $70 for the set of three units or $25 per unit, or ordered directly from:
Mind Media
181 Main Street
Norwalk, Conn. 06851

| | |
|---|---|
| Grades 4 - 6 | Withit - a series of 26 video tapes (the Weber School District has 13 tapes) complete with a teachers guide, language arts vocabulary and science concepts development, suggested activies, worksheets, and bibliographies for each tape. These half-hour tapes focus on humane education subjects such as The Navy Dolphins, Honey Bees, Reptiles and Amphibians, etc. They can be checked out from the Weber District Media Center. |
| Grades K - 6 | A packet of information on Humane Education has been placed in each elementary school media center - library by the Junior League of Ogden. Its contents are oriented toward the teachers rather than the pupils, as basic information on pet care, pet ownership responsibilities, how to plan a meaningful visit to the Animal Shelter, the Humane Education movement, studies on the correlation between cruelty to animals in childhood behavior and violent, anti-social behavior in adults, etc. This packet is a teachers resource and background information on Humane Education. |
| Grades K - 6 | Six posters on Humane Education given to each elementary school by the Ogden Junior League to be hung in the classrooms when the Humane Education units are taught, and in the media center - library during Humane Education Week. |

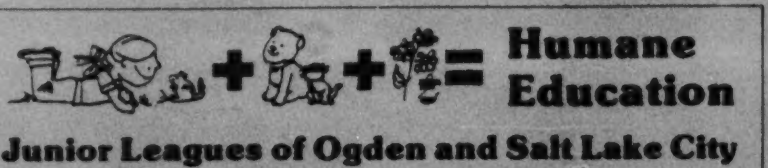
Your Junior League of Ogden volunteer for the year is:

She will help you with any of the Humane Education curriculum, assist you in planning field trips to the Greater Ogden Nature Center, the Ogden City Animal Shelter, and the Weber Environmental Center (for the Weber District Schools), and be of service in any way you can use her to advance the humane ethic.

Dr. Diane Sittig, D.V.M., will be happy to come to the school to discuss the role of a veterinarian, what animal shelters do, how to be a responsible pet owner, etc. Your volunteer can contact her or you can get in touch with her directly:

Dr. Diane C. Sittig, DVM
Supervisor
Ogden City Animal Shelter
1490 Park Blvd.
Ogden, Utah 84401
Telephone: 399-8244

By working together we will create a better community for plants, pets, and people.



*And, underlying all the other qualities, an advocate should have integrity and high moral excellence. It is not just what is said or written; it is also the person or agency who is saying it. The reputation of excellence and nonpartisanship achieved by a Junior League over the years is an invaluable asset.*

The Honorable Sandra Day O'Connor
Justice, The Supreme Court of the United States
Past President of the Junior League of Phoenix
*Junior League Review*
September 1978

*League members are knowledgeable. They have what I like to refer to as a global concern. They can see the whole picture. So, it is even more important that the Junior Leagues come front and center now in school board rooms, in council-chambers and in legislative halls and speak to and present their global concern that single-issue constituencies lack.*

The Honorable Carole McClellan
Mayor of Austin, Texas
Junior League of Austin
AJL Annual Conference 1980
*Junior League Review*
Fall 1980

***Name of Junior League***

Junior League of Champaign-Urbana, Inc.

***Address of Junior League***

512 W. Church
Champaign, Illinois 61820

***Name and Address of Co-ordinator of Handbook of Humane Education Projects***

Mrs. Kent Zumwalt (Judith)
RR1, Box 97
52 Pine Tree
Seymour, Illinois 61875

***Humane Education Project Title***

Humane Education Legislation

***Brief Description of Project***

The Humane Education Legislation Committee researched the existing Illinois School Code and discovered there was already a Humane Education mandate, Ch. 122, Article 27, Sections 13.1, 14, 15, and 16. The Committee has used this legislation as a basis for the Humane Education in the Schools Project and co-ordinated with SPAC to inform other Leagues in Illinois about animal related and environmental legislation.

Also Leagues can request the State Legislature or the Governor to declare special weeks, such as *Humane Education Week, Be Kind To Animals Week*, etc.

***Explanation of how to set up and implement project***

Research your state laws and school codes for legislation on environmental and animal welfare issues. Decide upon needed new legislation, public stands to be taken on existing legislation, and those issues that interest the League membership. Keep members informed of pros and cons on the issues.

Co-ordinate with SPAC. You may want to sponsor some legislation as a League or as a SPAC group. You may want to take a public stand on existing legislation or on proposed legislation. Get involved with the legislative process. Begin by talking with your local legislators and working with those who represent you as well as the House and Senate leadership.

***Community Response to Project***

Since there was existing legislation on humane issues, there was no debate. We just reinforced the mandate on humane education, science experiments in schools using animals, humane education for in-service teacher training, and principal enforcement of the laws.

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**AMP Form**

**Committee:** Humane Education Legislation
Administrative Years 1979-1983

**Goal:** To reinforce existing Humane Education legislation.

**Objective:** To bring the Illinois School Code to the attention of the schools and help them reinforce it.

**Plan of Action:**

**General Concepts:** (See *Humane Education in the Schools* written by the Champaign-Urbana Junior League)

**Allocation of Resources:** (See *Humane Education in the Schools* written by the Champaign-Urbana Junior League)

**Controls:** (See *Humane Education in the Schools* written by the Champaign-Urbana Junior League)

**Appraisal/Evaluation:** (See *Humane Education in the Schools* written by the Champaign-Urbana Junior League)

**Recommendations:** This is an excellent project for SPAC research. To monitor legislation on environmental and animal welfare issues, to inform the League membership about the pros and cons of those issues, to take a public stand on issues, to sponsor legislation are positive ways to be effective Junior League volunteers.

***Name of Junior League***

Junior League of Ogden, Inc.

***Address of Junior League***

2580 Jefferson Avenue
Ogden, Utah 84401

***Name and Address of Co-ordinator of Handbook of Humane Education Projects***

Mrs. John Val Browning (Carol)
6182 South 2855 East
Ogden, Utah 84403

***Humane Education Project Title***

Humane Education

***Brief Description of Project***

The Ogden Humane Education Committee decided at the September training workshop, held in cooperation with the Junior League of Salt Lake City Humane Education Committee, that advocacy skills and legislative lobbying experience would be a major training direction for the year. Since the Utah State Legislature meets in January we invited several professional lobbyists, the First Lady of Utah, and the Junior League Advocacy Committee to our autumn meetings. We then drafted a Humane Education Resolution and invited both Democratic and Republican House and Senate co-sponsors.

In November we presented the Resolution to the Joint Utah Legislature Interim Study Committee on Education, to the Utah State Board of Education and to both the Ogden and Salt Lake City Junior League Boards for approval. We also invited key legislators from the House and the Senate to the *Humane Education Week* dinner in order to explain the Resolution to them and its importance.

In January we lobbied actively in both the House and the Senate, since a 2/3 vote was necessary to pass the Resolution. It passed the Senate unanimously and the House with only seven negative votes.

***Explanation of how to set up and implement project***

First, the committee should research existing legislation and decide what it wants to have sponsored, and then seek Board and membership approval. Second, sponsors should be found. We advise that they include the leadership in both the House and Senate and be bi-partisan. Third, it is important to educate your own representatives, as well as those who sponsor your legislation, about the pros and cons of your issue. They should have a thorough understanding of your proposed legislation. The press should also be informed in writing. Fourth, if possible, form coalitions with other organizations that have the same legislative goals and interests. The more who lobby for your issues the better. Fifth, try to anticipate the opposition and prepare responses to them. Sixth, be sure those who lobby from the Committee are well informed on the issues and lobbying regulations, and have good advocacy skills.

***Community Response to Project***

The President of the Utah State Senate and the Speaker of the House publicly commended the Junior Leagues of Ogden and Salt Lake City for proposing the Humane Education Resolution and for working so effectively in the legislative process. The Utah State Board of Education, the Humane Society of Utah, and the city councils of both Ogden and Salt Lake City applauded this volunteer energy, effort, and success.

**AMP Form**

**Committee:** Humane Education
Administrative Year 1979-1980

**Goals:**

1. To learn to use advocacy skills, lobbying techniques, and legislative procedures.
2. To have a Humane Education Resolution passed by the Utah State Legislature.

**Objectives:**

1. To study advocacy and existing legislation.
2. To have lecture/discussions by professional lobbyists.
3. To write proposed legislation.
4. To select sponsors for proposed legislation.
5. To educate the public, press, sponsors, and other legislators about the proposed legislation.
6. To form coalitions.
7. To lobby the proposed legislation through a successful passage.

**Plan of Action:**

**General Concepts:**

1. Study about goal #1.
2. Implement what has been learned.

**Allocation of Resources:**

| Manpower | Materials | Money |
|---|---|---|
| 2 volunteers minimum—no maximum | Advocacy materials, guest speakers, lobbying regulations, directory of legislature, press releases | None |

| Time Framework | Authority | Alternate Plan |
|---|---|---|
| 6 months before the legislature meets—end of session or passage of proposed legislation | Committee chairman or coalition chairman, legislative sponsors | Propose legislation next session |

**Controls:** Meet regularly to discuss progress, opposition, press coverage, lobbying problems, etc.

**Appraisal/Evaluation:** Final legislative vote

**Recommendations:** Try to keep a sense of humor about the legislative process. Stay in close contact with the leadership of both houses and your sponsors.

*Community Response*

## HUMANE EDUCATION RESOLUTION

1980 BUDGET SESSION

**Engrossed Copy**
**H.R. No. 3**

*By Norman H. Bangerter,*
*C. DeMont Judd, Jr., James V. Hansen*

A RESOLUTION OF THE HOUSE OF REPRESENTATIVES OF THE BUDGET SESSION OF THE 43RD LEGISLATURE OF THE STATE OF UTAH; RECOGNIZING THE VALUE OF, AND SUPPORTING, THE EDUCATING OF CHILDREN REGARDING THE HUMANE TREATMENT OF ALL FORMS OF LIFE.

**Be it resolved by the House of Representatives of the State of Utah:**

WHEREAS, humane education consists of teaching, fostering, and encouraging the principles of justice, good will, and humane treatment towards all forms of life;

WHEREAS, fostering, in children, the desire to extend justice, kindness, sensitivity, and respect for plants and animals will engender those same characteristics for their fellow man; and

WHEREAS, fostering, in children, the spirit of humane education will generate that spirit on a broader plane to include humane sympathies for every life form, culture, and race.

NOW, THEREFORE, BE IT RESOLVED, that the House of Representatives of the Budget Session of the 43rd Legislature of the State of Utah approves of and supports the principles of humane education, and urges parents and educators throughout the state to adopt humane education principles in their daily lives and teachings, and to help promulgate these principles throughout the state.

*Community Response*

HOUSE OF REPRESENTATIVES
OFFICE OF THE SPEAKER
SALT LAKE CITY, UTAH 84114

JAMES V. HANSEN
DAVIS COUNTY

LEGISLATURE
533-5600
BUSINESS
262-5702
RESIDENCE
867-2531

Dear Mrs.Browning,

As Speaker of the Utah House of Representatives and as President of the Utah Senate we would like to commend the Junior Leagues in Utah for their outstanding volunteer service in Humane Education. Teaching children the principles of kindness, justice, respect and good will is a critically important choice of priorities, and one that we vigorously support. The children of Utah, indeed the entire Utah citizenry, will have a higher quality of life because of these Junior League efforts.

We encourage all voters to become involved in the legislative process, and we welcome participation by informed organizations. We are pleased to see the Junior Leagues train their volunteers in advocacy and we encourage their informed, responsible lobbying. When legislators and informed citizens work together, in an atmosphere of mutual respect, better legislation results.

The Junior Leagues of Ogden and Salt Lake City have provided outstanding volunteer training and service to their communities for decades. We congratulate you on your effectivenes and encourage you to continue your advocacy for Humane Education throughout the State of Utah.

Sincerely yours,

James V. Hansen
Speaker of the House

Miles "Cap" Ferry
President of the Senate

*A pet can provide a boundless measure of love, adoration, and unqualified approval. Many elderly and lonely individuals have discovered that pets satisfy their needs and enable them to hold on to the world of reality, of care...and of intense emotional relationships. Their self concept as worthwhile individuals is restored and even enhanced when they find that the pet they have been caring for loves them in return...A pet can sometimes literally mean the difference between life and death for such people.*

Dr. Boris Levinson
*Pets and Human Development*
Springfield, Illinois: Thomas, 1972

***Name of Junior League***

Junior League of Boston, Inc.

***Address of Junior League***

117 Newbury Street
Boston, Massachusetts 02193

***Name and Address of Co-ordinator of Handbook of Humane Education Project***

Mrs. Henry Phillips Williams III (Marilyn)
476 Concord Road
Weston, Massachusetts 02193

***Humane Education Project Title***

Pet Facilitated Therapy and Companionship Project for the Elderly, the Mentally Retarded, and the Emotionally Disturbed

***Brief Description of Project***

A. Organizational structure of the project.

This project was initiated under the auspices of the Junior League of Boston and established in conjunction with the Massachusetts Society for the Prevention of Cruelty to Animals (MSPCA), the American Humane Education Society (AHES), and Angell Memorial Animal Hospital in May, 1976. AHES is the sister education affiliate to the MSPCA. The MSPCA owns and operates Angell Memorial Hospital. The same project is being undertaken in Springfield, Massachusetts, by an MSPCA branch there and Rowley Memorial Hospital, also owned by the MSPCA. The project in Springfield is being supervised by the Junior League of Boston; and it will soon be taken over by the Junior League of Springfield.

B. Definition of Pet Facilitated Therapy.

Pet Therapy is one form of rehabilitating individuals who are physically, mentally, or emotionally disabled through the introduction of animals into their environment. It is successful because of the natural affinity between man and animal. In the words of Dr. Boris Levinson, "A pet can provide a boundless measure of love, adoration, and unqualified approval. Many elderly and lonely individuals have discovered that pets satisfy their needs and enable them to hold on to the world of reality, of care . . . and of intense emotional relationships. Their self concept as worthwhile individuals is restored and even enhanced when they find that the pet they have been caring for loves them in return." *The pet himself is the therapist.*

Pet Therapy is the natural giving of unconditional love and unqualified approval from a pet, a person receiving that love effortlessly and unconsciously, and that person returning this love spontaneously. The spiritual and emotional therapy is the love and acceptance of the pet to the person and the person receiving and giving back this love. The physical therapy for the person results from the care this person gives the pet, which is the result of the outflow of his love for the pet and inseparable from it. Hence, the pet spontaneously elicits from people their love, concern, and practical care in terms of feeding, walking, and grooming.

Pet Therapy is predicated upon the establishment of an enduring, natural rapport between humans and animals, independent of other therapists, family, or friends. Pet Therapy is not only legitimate, it is crucial to the mental and physical health of isolated individuals because no therapist or human being of any relation can give to the lonely a total sense of dependency for his very existence. The very nature of a pet in his absolute need for humans makes him a therapist in his very essence because he gives humans a vital sense of usefulness and responsibility. Pet Therapy is a way of fulfilling a moral commitment to our fellow man by using God's creatures, who can love purely and unconditionally even when we cannot, either because we cannot physically be present with a fellow human being, or we just cannot always maintain a balance of projected love for one another.

C. Application of Pet Therapy.

The Junior League, in cooperation with the MSPCA, places animals from the MSPCA shelter (after they have been screened for their temperament by the shelter staff and their health qualifications by Angell Memorial) into homes. The animals are donated by the shelter, and their first year basic medical requirements are donated by Angell Memorial Hospital.

The Junior League volunteer acts as an adoption agent for the placement of the animal, as well as undertaking a series of visits designed to assist in the adjustment of the animal. She seeks to educate the staff of a home concerning the value of animals as natural therapists, and she stimulates and fosters a relationship between the residents and their animal. In the process, she forms her own friendships with the staff and residents of an institution.

***Explanation of how to set up and implement project***

Any Junior League should be interested in adopting a Pet Therapy Project because it is very helpful to forgotten groups in society. Even if certain people in a specific League do not have an affinity for isolated groups and/or animals, this project is very valuable to the League because it is very low budgeted, and it commands a huge amount of positive, unsolicited publicity from newspapers and television stations. The project in Boston has brought more publicity than the League advertised Decorators' Show House and Bargain Box.

Local humane societies should be very anxious to help because they are utilizing homeless animals for therapeutic purposes rather than having to euthanize them. These humane societies will also receive an enormous amount of unsolicited publicity because the elderly and other unfortunate groups are very much in the public eye as well as the enormous number of homeless pets all over the country. Pet Therapy is also receiving acclaim all over the country from medical doctors, who note changes in their more difficult patients, who did not respond to more conventional therapy. The pet is viewed as a co-therapist, who is a healing catalyst for the individual himself, and a bonding catalyst between that individual and his doctor, other people, and the outside world.

Concerning the legality of the project for each state, it is important for one League person to have one good friend, who is extremely knowledgeable concerning state rules and regulations for long term care facilities (nursing and rest homes). The advisor in Boston is the nursing home ombudsman for the entire state. He is a lawyer and the only legal advisor (only one is necessary to avoid confusion). The most important point in the legal area is that the legal advisor for the Boston League is not only knowledgeable, but sympathetic for the mission of Pet Therapy. Otherwise, a lawyer will give a fast and superficial answer, possibly incorrect, and not in favor of the project. Never call the state office for the elderly or any other group and talk to anyone who answers the phone. As the Massachusetts ombudsman stated, "For every call, you will get a different answer." This ombudsman has been with the Boston project from the days of research and he is still informed of progress. This is very important. Stay with the same good, sympathetic legal person, always take his advice, and he will always protect you.

See "Plan of Action—General Concepts" for a detailed explanation of how to set up and implement a Pet Therapy Project.

***Community Response to Project***

The responses from the rest home administrators has, indeed, been touching and gratifying. Read the selection of letters following the AMP form. The media has responded with great interest. See the articles from *The New York Times Magazine, The Boston Globe, The Boston Herald American,* and *Boston Seniority.* In addition many radio and T.V. broadcasts have been done on this project.

**AMP Form**

**Committee:** Pet Facilitated Therapy and Pet Companionship for the Elderly, the Mentally Retarded, and the Emotionally Disturbed
Administrative Year 1982-1983

**Goal:** To enrich the lives of the elderly, mentally retarded, and emotionally disturbed by adding to their sense of purpose and fulfillment through the companionship of an animal. The greatest need of the human being is to love and be loved.

**Objective:** To present the volunteer with both the opportunity and responsibility of representing to the rest home industry, four service organizations (MSPCA, AHES, Angell Memorial Hospital, and the JLB), whose combined interest is to promote an understanding of the potential impact of Pet Therapy on the lives of elderly people. To this end, a volunteer ultimately seeks to place an animal. She is the adoption agent between the MSPCA and the home adopting the pet. The volunteer also offers pet programs, which are provided by the AHES, to the homes. The volunteer is offering a service which has no definable limits or time constraints on the duration of the service. Herein lies the uniqueness of this project: it is predicated on potentially indeterminable therapeutic effects upon the life of a human being over an indefinite period of time.

**Plan of Action:**

**General Concepts:**

1. To explain that Pet Therapy is a legitimate therapy because it fulfills vital needs to the human being. Therefore, even if only one or two residents come to mind who would benefit from having a pet, these residents should have that pet (because the pet fulfills vital needs) as long as the pet is not inflicting physical harm on other residents. This becomes a non-issue due to the controls of screening the pet.
2. The responsibility of the volunteer is to act as a Pet Therapy educator, and as an adoption agent for the pet placement. Included in the placement is a follow up program consisting of a series of visits designed to assist in the adjustment of the animal. Volunteers will have one training session with instruction in basic geriatrics, veterinary care, and animal training. The training session consists of the following:
   (a) A lecture is given by a rest home administrator who either acknowledges the benefits of Pet Therapy due to the feeling of isolation, aloneness, and uselessness of the residents, or the lecture is given by an administrator who has a pet placed in his home.
   (b) Volunteers, who are founders or veterans of the project, together with members of the American Humane Education Society explain how to introduce the subject of Pet Therapy to rest homes, how to discuss pets with residents of rest homes, and how to introduce the pet himself to a rest home.
   (c) Veterinarians and nurses discuss animal nutrition, medication, and how to deal with emergencies.
   (d) The Society for the Prevention of Cruelty to Animals shelter staff teach basic animal obedience.
3. The Pet Therapy Project procedure is as follows:
   (a) The volunteer arranges an appointment with a rest home administrator. Never discuss the project in any detail over the phone. Simply make an appointment based on the fact that a *volunteer* (no money required) project is offered.
   (b) During the time with the administrator, the volunteer discusses the concept of Pet Therapy, and establishes a rapport with the rest home staff and residents.
   (c) A Pet Program given by the American Humane Education Society is arranged by the volunteer. Live kittens and puppies are brought in so that administrators and staff can see how residents respond spontaneously to animals without having to ask the residents directly. To ask a resident if he wants a pet is self-defeating as the normal first reaction is that he fears he would not be able to care for the pet because he is no longer caring for himself. However, once the resident has a pet, his care for the pet is natural and immediate.
   (d) When the administrator has decided to adopt the Pet Therapy Project, the volunteer notifies the MSPCA. The Angell Memorial Hospital and MSPCA shelter staff screen the pet for his health and temperament. This project deals basically with the adoption of dogs and cats because these pets elicit a maximum amount of feedback from the residents. (Goldfish and parakeets for example, can be purchased by rest homes themselves and can provide "live entertainment" for residents without needing the volunteer follow-up program.) The most docile animal possible will be chosen by the staff of the MSPCA shelter. The dog or cat must be a minimum of a year old and house trained. A dog must be leash trained. After either a dog or cat has been carefully screened over a period of time for his temperament, he is then examined by the Angell Memorial Hospital staff for his immediate and long term health. 41

(e) Before placing an animal, the volunteer emphasizes to the rest home and its occupants that because the animal is a therapist in a very special sense, and is providing a service, it is a privilege, not a right to have him. The volunteer is an adoption agent and should be just as discriminating in deciding whether or not the institution should have an animal as the institution is in deciding whether or not it desires one. The volunteer is offering a service and applying a proven theory. We are inspiring the responsibilities of ownership and the realization that these responsibilities are on-going. With the help of the MSPCA and the AHES, the volunteer will assist the institution in selecting an animal for its specific needs (dog or cat, temperament, size, age). The MSPCA donates the animal with a clean bill of health.

(f) The pet is actually placed by the volunteer. During this time, the volunteer discusses with the residents what to expect from the animal, where he should spend most of his time, where he will eat and sleep. The volunteer is a mediator between the residents and their pet and can assist in bathing the animal, teaching him basic obedience, tricks, or anything that is desired. It is both therapeutic and helpful for resident interaction to provide sign up sheets for the sharing of the responsibilities of caring for the pet i.e. walking, feeding, brushing, etc.

(g) The volunteer's responsibilities for the follow-up program include:
1) Visiting the rest home the day after placement.
2) Making a follow-up visit one week later.
3) Calling the rest home at the end of the second week.
4) Re-visiting the rest home during the third week.
5) Making a monthly call or visit to the rest home for 6 months to a year thereafter.
6) The above are guidelines. For the reassurance of the rest home, the volunteer should make herself available at all times.

(h) The receiving institution will have ultimate legal and financial responsibility for the animal. The shelter ownership papers are sufficient to make this clear. No extra papers are needed.

**Allocation of Resources:**

| **Manpower** | **Materials** | **Money** |
|---|---|---|
| Only 7-10 women are necessary as a core to start. Volunteers should work in pairs, or 3s, or even 4s. | Office expenses: | |
| | supplies | $10.00 |
| | duplicating | 20.00 |
| | postage | 20.00 |
| This is an ideal project for sustainers as they have an affinity for the mission of Pet Therapy because many of their parents are in homes. | Training program: | |
| | supplies | 30.00 |
| | duplicating | 100.00 |
| | films | 100.00 |
| | honorarium | 50.00 |
| | Public relations: | |
| | special flyers | 30.00 |
| | new brochures | 350.00 |
| | current pictures | 30.00 |
| | Recommended reading: | |
| | Dr. Boris Levinson, *Pets and Human Development* | None, borrow from the library |
| | Elizabeth Yates, *Skeezer, Dog With a Mission* | |

| Time Framework | Authority | Alternate Plan |
|---|---|---|
| Volunteer is expected to give the combined equivalent of 12 half days in time<br><br>Uniqueness of project: No time constraints, runs all year, and it is especially good for professional women who can make their own schedule to make follow-up visits to homes at night or on weekends | The shelter staff must have the ultimate authority on the selection of the animal, not the volunteer. The hospital staff has the authority to turn down a pet for adoption after the pet has been passed by the shelter staff for the pet's temperament if the pet is not physically fit, or if health problems are foreseeable in the future (i.e. hip trouble in larger dog in later life.) The chairperson of the project must have authority over the volunteers who must report to her after every visit to a rest home. | |

**Controls:**

1. Training program for volunteers
2. Follow-up program by dedicated volunteers who should always be available to homes in trouble or homes which simply need reassurance
3. Temperament screening of animal by shelter staff; health screening of animals by hospital. More is known about these pets than any animal purchased by anyone at any pet store or fancy kennel.

**Appraisal/Evaluation:**

The response from the rest homes. See letters from home adminstrators following Child Abuse.

**Recommendations:**

The rest home industry is one of the most difficult businesses anyone can have. Problems of a critical nature (life and death, bill payment, etc.) arise daily. Administrators need to feel great empathy and respect from volunteers. Never discuss or even briefly describe the project over the phone. (If any administrator hears the word "pet," he is apt to think, "I am dealing with sick and dying people. I do not have time to take care of anyone or anything new. I am in the business of people—not animals.") To give the project the best possible chance and the administrator and his home the best possible chance of having the best, fastest, and least expensive therapy, simply state on the phone when making an appointment with an administrator that you wish to discuss a volunteer service project designed especially for them. Knowing that you are not selling anything and that your services are not purchasable, an administrator will see you because he is always looking for new ideas in an often frustrating industry.

Once he realizes the controls involved in the project, which could never be fully explained over the phone, he will be open to trying it once he realizes that if for any reason it does not work, the pet will be quietly returned to the shelter. But this project is not sold on the basis of a trial. There is no testing. An administrator should not attempt the project on the basis that a pet can be returned. An administrator must go into the project with a positive attitude, knowing the volunteer will do all in her power to make it work. If an administrator only thinks he knows one or two residents who would benefit from the adoption of a pet, a job is to be done. As long as the pet is not inflicting harm on other residents (whether they say they do or do not like animals becomes irrelevant), the pet must be there and his adoption is justified because he is providing therapy.

A resident is entitled to what he needs, and by definition, therapy is essential and necessary to him. This is not an entertainment program, which administrators can "take or leave." It is a vital rehabilitation program based on therapy provided by animals, which works when there hardly seems a glimmer of hope in giving back to the lonely and isolated a reason to keep on living to their fullest, simply due to the natural affinity between people and animals.

*The Association of Junior Leagues, Inc. is commited to assuring that children have the opportunities and services essential for their optimal physical, intellectual, emotional, mental and social growth and will advocate to see that such opportunities and services are provided.*

Association of Junior Leagues, Inc.
Position Statement on Children
Passed by the Delegate Body in 1978, 1979, 1980, 1981, 1982.

***Child Abuse***

Since there are so many Junior Leagues that have projects dealing with child abuse and prevention, family support centers, and homes for delinquent youth, we decided not to include separate AMP forms from each League. Rather, the Junior League of Boston, Pet Facilitated Therapy AMP form was selected as a model of Pet Therapy that can be adapted from a focus upon the elderly to a focus upon children or young adults. The theory behind them all is the same. The Boston model is very detailed and will serve as a useful guide for Leagues interested in creating a Pet Therapy project in their family support centers, youth centers, or in child abuse prevention programs.

The American society is undergoing a major transition. Many families have no close ties to the transient communities in which they live. Often both husband and wife work. Increasingly children are being raised by single parents. Children are often left without supervision and may even be considered a liability for the parents. Widespread alienation is coupled with extreme cruelty and in many communities the incidences of neglected and battered children as well as delinquent youth are increasing.

Many of these children feel left out, betrayed by the adult world, unloved, and unwanted. Introducing a pet into their lives, allowing them to feel responsible for something totally dependent on them, creating a world of unabashed and unconditional love can be a critical step in restoring a balanced life. According to Dr. Boris Levinson, "Families with pets have fewer problems than those without pets, and the problems which do exist are not as severe."[1] He goes on to say that, "For children who are uncertain of their relationship with the grown-ups around them, the presence of a pet, whose constant companionship can be counted on, is priceless. This is particularly true for out-of-wedlock children whose mothers resent them, for foster children who are not looked upon as members of the family, and for children in multiproblem families where the parental figures are unstable and undependable."[2]

For the abused child an animal can play a critical role, as it can for an elderly person. "Some children like or love pets because they are the only living beings they can relate to, having experienced so much hurt at the hands of people in their environment."[3] An animal can foster in them renewed self-confidence, a sense of self-worth, a sense of trust and responsibility, a stable contact with nature and the real world, an ability to love and to be loved. Pets can be an aid to learning and an aid to successful group membership.

For delinquent youth an animal can be a successful therapist where the judge, the teacher, the parents have failed. According to Dr. Levinson, a child in a correctional institution often feels that a great injustice has been done and that he has been unjustifiably condemned by society. His despair and sense of loss may be deepened by a final indignity: the things he treaures most, his few personal possessions, are taken away from him . . . In such cases it is critical that the child have someone or something he can relate to, confide in—something non-condemnatory that he can consider his own, to love and protect. For want of the requisite human companionship and friendship, an animal can often meet this need.[4]

We encourage Leagues with child abuse and prevention projects, with family support centers, with homes for delinquent youth to consider a Pet Facilitated Therapy project.

[1] Levinson, Boris. *Pets And Human Development.* Springfield, Illinois: Thomas, 1972, p. 36.
[2] *Ibid.*, p. 48.
[3] *Ibid.*, p. 52.
[4] *Ibid.*, p. 211.

The following are community responses to Pet Facilitated Therapy for the elderly.

**Excerpts From Articles on the Junior League of Boston's Pet Placements**

THE NEW YORK TIMES MAGAZINE, May 20, 1979, Section 6, pg. 110-114 "Animals that Care for People", by Patricia Curtis.

Daffney caused a stir even before she arrived at Kanoza. "Our pet is Coming!" read a hand made sign in a recreation room one day last December, and all hands gathered to await her arrival.

This dog has never caused a problem or required any effort. She just slipped into the routine the minute she got here," says administrator John Guarino. Patients who didn't speak to each other before do now. Everybody gathers around Daffney and talks, including some formerly withdrawn and lonely people. Even the staff seems more caring.

The BOSTON GLOBE, April 27, 1978, article by Mary Sarah King,

A dog's sharp barking answers the doorbell and as the door swings open, a wiggly fluff of white, tiny tail wagging furiously, greets the visitor.

And the backup welcoming committee is a sea of smiling faces, most of them elderly, and all of them reflecting the West Highland terrier's excitement.

"This is their home - and Bonnie's their baby," says Eloise C. Milligan, administrator of the Arlington Rest Home, Inc. on Lake Street in Arlington.

The idea of bringing a pet into a residence may shock the administrators at first, says Lipscomb (Assistant Director of AHES), "But they become our best advocates," she said. "They become convinced through personal experience that the small amount of work involved is far outweighed by the improved morale and their people's increased sense of well-being and contentment."

The BOSTON HERALD AMERICAN, July 13, 1978,

"Before Bureita came here," said Lillian Granderson, administrator of the Park Dale, "patients here hardly spoke to one another. Now they talk all the time - always about Bureita."

"A lot of the patients here have been in institutions most of their lives," said Granderson. "Most of them do not have relatives or friends who come visit. Bureita gives them something to care for, something to love."

BOSTON SENIORITY, September 1, 1979, Published by the Mayor's Commission on Affairs of the Elderly, 'Man's Best Friend' livens up re... by Mary Pembroke, Seniority Staff

When one walks through a nursing home, a feeling of loneli... very often dominates the place. Many residents sit alone, sta... into space, uninvolved, uninterested and silent.

Lillian Granderson, administrator of the Park Dale Rest Home in Roxbury knows all about loneliness and the elderly. She said that a lot of her residents have been in institutions most of their lives, and rest home life can be lonely, especially for those who do not have relatives or friends.

Granderson has found a four legged solution, however.

"We've had Bureita, who is part German Shepard for almost two years now," said Granderson. "The residents think she's human. The whole atmosphere changed since she came. Some people were reserved, and others hardly spoke to each other. The change in these elderly people has been remarkable. Now, they laugh at the dog's foolish antics, and they talk to each other about the pets they owned themselves in the past."

"There should be an animal in every elderly home," Granderson said. "Even the elderly in a housing complex or communal apartments should have an animal. It gets them interested in something. My residents tell me all about what this dog is doing. Those who were not verbal before, will carry on a chat about the dog. It's working out very well, and they love her."

Williams (Marilyn Williams, JLB) said that the reaction to the pet on the part of the elderly ranges from excitement to hesitation.

"Some residents want to feed and walk the dog immediately after it arrives at the home, but other residents, who are not excited at first by the animal's presence, have eventually been won over by the pet himself. Pets have a way of bringing out the best in us; sometimes qualities we were not aware of having."

**Excerpts From Letters Written by Administrators on Placements of Pets in Their Homes**

Roger Rest Homes, Mrs. Lilian Granderson, Administrator,

"Bureita", a dog

Bureita seems to be one of those dogs who loves everyone who gives her a pat on the head or a kind word!

Because of all of this love and attention, I'm afraid Bureita is very much overweight as everyone constantly slips her little tidbits - even against orders. We have set up a schedule whereby many residents are involved in her care. She goes for walks starting at 6:30 a.m., 10:30 a.m., 12:30 p.m., 4:30 p.m., and 7:10 p.m.; plus all the other little walks in-between by other residents. We are certain that all of these walks are not strictly required, but Bureita seems to enjoy them as do the residents. Then too, there are another two residents who take care of her grooming - brushing each day. The Nursen put out her food and water each day at a certain time. Bureita drinks the water but leaves the food - all those tid-bits!

Harbor View Rest Home, Mrs. E.A. Doncaster, Supervisor on

"Missey", a cat

Missey was given many Christmas gifts from the residents. Her thank you for the gifts has been to spend the night sleeping on a different bed.

Yarn balls that touch the floor have been placed on all the door-knobs for Missey to play with, (she really enjo... them). I must admit she enjoys something much better and th... jump on the desk and watch the birds at the feeder, ... read her mind.

John J. Donovan, Massachusetts Department of Elder Affa... Nursing Home Ombudsman for the Commonwealth of Massachusetts

1. Dear Mrs. Williams: (JLB)

I would like to extend my congratulations to you and your staff of volunteers for your successful initiation of the Pet Therapy Project. After having offered our advice and assistance in the early planning stages of the project, we are pleased to note that your hours of diligent preparation are now reaching fruition. The Pet Therapy has much merit, and deserves to be tested where practical. A project such as yours, which has the goal of presenting residents and administrators with the opportunity to have and care for pets, has the potential to improve the quality of life for rest home residents.

Please keep us informed of your progress and successes. Also, if at any time you feel that our services might again be helpful, please do not hesitate to contact us.

ANIMAL RESCUE LEAGUE OF BOSTON, Dr. Carlton E. Buttrick, President

2. Dear Mrs. Williams: (JLB)

It was very pleasant to talk with you on the phone yesterday afternoon, and to learn about your program of pet therapy. It is wonderful that a group of young ladies like yourself are so willing and anxious to take on a program of this kind, one undoubtedly that would be neglected unless there were kind people like yourself.

The White House, Kathy E. Cade, Director of Projects for Rosalynn Carter

3. Dear Mrs. Williams: (JLB)

Mrs. Carter has asked me to tell you how much she appreciates your suggestions regarding ways to improve the quality of life of our older citizens.

As she begins to plan her activities in this area, she will certainly keep your recommendations in mind.

Thank you for your interest.

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*If you have men who will exclude any of God's creatures from the shelter of pity and compassion, you will have men who will deal likewise with their fellow men.*
Saint Francis of Assisi

*Life outside a person is an extension of the life within him. This compels him to be part of it and accept responsibility for all creatures, great and small. Life becomes harder for us when we live for others, but it also becomes richer and happier.*
Dr. Albert Schweitzer

***Name of Junior League***

Junior League of Battle Creek, Inc.

***Address of Junior League***

c/o Mrs. Robert Leach (Cindy)
155 Rustic Lane
Battle Creek, Michigan 49017

***Name and Address of Co-ordinator of Handbook of Humane Education Projects***

Mrs. David Mahoney (Judi)
121 Cascade Drive
Battle Creek, Michigan 49015

***Humane Education Project Title***

Binder Park Zoo Committee

***Brief Description of Project***

A Task Force was organized during the 1978-79 League year for the purpose of studying a request from the Director of the Binder Park Zoo for the Junior League to aid in the establishment of a volunteer program at the Zoo. The following motion was passed by members at the April 1979 Junior League meeting: "It is moved by the Zoo Task Force that the Junior League of Battle Creek, Inc. commit itself to $1,000 to aid the Binder Park Zoo in establishing a volunteer program. This shall include a core committee of 5-8 members and at least 10 additional League volunteers for a three (3) year period beginning September 1979." Years of League's commitment, 1979-80, 1980-81, and 1981-82.

After hours of meetings and consultation with the Zoo Director and Educational staff it was determined that the establishment of a Docent Program would take priority. Docents would be trained volunteers who could help with the educational programs offered in conjunction with the Zoomobile at schools, nursing homes, malls, summer programs at the Zoo, etc. The League would concentrate on setting up the program and recruiting volunteers from the community with the ultimate goal for the program to become self sustaining by the end of the League's 3 year commitment. A Docent Council would be created through which control of the program would transfer from the League to the community.

The Zoo educational staff was responsible for developing and teaching the Docent training classes. The League was responsible for publicity (news media, flyers, posters). Community response in terms of volunteers to take the Docent training course was well received by both men and women. Three classes were held in the three years with a total of 23 Docents graduating. Three were League members, the other 20 were men and women from the community.

A great deal of research and time was spent setting up some by-laws. The Binder Park Zoo Board of Directors accepted the by-laws as did the Docents. The League Committee helped the Docents with their first election of officers.

This last year the League Committee has basically served as a liaison. The Docent Council has been operating for a year now and it appears that the transition is being made smoothly.

The money was spent for postage and supplies, printing costs, patterns, and materials to have 24 safari jackets made for the Docents, and for permanent identification tags for the Docents.

***Explanation of how to set up and implement project***

This is explained under "Brief Description of Project."

***Community Response to Project***

The community has been enriched by this educational Docent program, as have the volunteers. Since many of them have come from the community, we assume that this is a popular volunteer service.

**AMP Form**

**Committee:** Binder Park Zoo
Administrative Year 1981-1982

**Goal:** To support a volunteer program at the Binder Park Zoo.

**Objective:** To be the liaison between the League and the Docent Council in order to maintain support of the volunteer program at the Binder Park Zoo.

**Plan of Action:**

**General Concept:** This year our tasks are much reduced. In 1978-1979 we had a Task Force to study the Binder Park Zoo Director's request. In 1979-1980 we set up a docent program and recruited volunteer docents from the community. While the docents were trained by Zoo educational staff, we publicized the program. In 1980-1981 we helped establish the Docent Council to whom we are turning over the project this year. We also researched and wrote by-laws for the Docent Council.

**Allocation of Resources:**

| Manpower | Materials | Money |
|---|---|---|
| Core committee of 5-8<br><br>10 additional volunteers over a 3 year period | Press releases, flyers, posters, postage, supplies, patterns and materials to make 24 safari jackets for the docents, docent identification tags | $1,000 over 3 years |
| **Time Framework** | **Authority** | **Alternate Plan** |
| 1979-1982 | Zoo director and educational staff | |

**Controls:** Close communication has been maintained between the League Committee, the Zoo Director, and the educational staff.

**Appraisal/Evaluation:** Since the docent program is well received by the zoo staff and community, we judge this project to be successful. The Docent Council is operating smoothly, indicating that the by-laws are working well.

**Recommendations:**

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***Name of Junior League***

Junior League of Jackson, Inc.

***Address of Junior League***

P.O. Box 4805
Jackson, Mississippi 39216

***Name and Address of Co-ordinator of Handbook of Humane Education Projects***

Mrs. Dean Gerber (Jane)
4639 Katherine Blvd.
Jackson, Mississippi 39211

***Humane Education Project Title***

Zoo Project

***Brief Description of Project***

The Zoo Project functions as an educational resource of the Jackson Zoological Park. JZP is a relatively small zoo and has no zoo educator. Our project has helped to correct that deficit. Our guides developed a manual for their use in guided tours of the zoo. Tours are scheduled for school groups. Slide and filmstrip programs are also given in schools and libraries. Often these in-school programs serve as an introduction to a zoo field trip. Guides take small animals, usually reptiles, into the schools along with the audio-visual presentation. Children touch the animals and get a close-up look at them, while learning how important animals are in our environment.

***Explanation of how to set up and implement project***

The first step toward establishing a zoo project is to talk to the zoo director and ascertain whether he feels such a project would benefit your zoo. (If your zoo has an educator on staff you will need his enthusiasm too. Having a paid educator at the zoo should facilitate establishment of a guide program. However, my description of how to start the project will not include an educator since our zoo has none.) Assuming that the zoo welcomes your efforts, you need to begin with developing a manual to be used by the guides. Ask the zoo director for an inventory of all animals in your zoo. Research each type of animal and include a page for each type of animal in your manual. You also will need a history of your zoo, data about your zoo and general information about groups of animals, e.g. mammals, reptiles, birds. Our manual includes an inventory sheet for each group of animals. The manual is a loose-leaf notebook so that it can easily be updated as our zoo population changes.

While you are compiling your manual you can begin training your guides. Your zoo director's help will be essential here. He may train you personally or delegate some training to zoologists and keepers on the staff. Training should include visits to all parts of the zoo, including hospital and kitchen. It is helpful to tape record these training sessions for later review or for use of guides who missed the session. The types of tours you offer may be varied or you may offer only one general tour. In a large zoo one general tour would be impractical, so tours would have to be specialized. This may be done according to area, type of animal, type of hoof, theme such as ecology, or whatever suits your particular zoo.

To implement audio-visual programs in the schools you can create your own slide show or order from the educational materials catalogues your zoo probably receives. A good approach would be to talk with local school curriculum directors to learn whether there is an animal-related unit of study you could supplement with your program.

Another essential part of your project will be scheduling. Our way is to have one person schedule all tours. Guides turn in to the scheduler a certain time they are committed to be available each week. School groups call the scheduler, who assigns times to the school groups and calls guides to tell them what group they will be touring. One guide for each group is assigned to call the school in case of inclement weather. When the scheduler assigns a guide to an in-school program, the guide is responsible for calling the school to confirm.

***Community Response to Project***

Community response to this project may best by judged by its utilization. The response from teachers has been so great that we need to more than double the number of guides in our program in order to meet the demand.

**AMP Form**

**Committee:** Zoo Project Committee
Administrative Year 1981-1982

**Goal:** The Zoo Project is designed to further the primary purpose of the zoo in our community—education; to increase public awareness of the need for wildlife preservation; and to encourage through tours, public interest in and attendance at the zoo.

**Objectives:**

A. To give educational tours of the zoo to school groups.

B. To take audio-visual programs into the schools and to accompany these programs with live animals.

**Plan of Action:**

**General Concepts:**

A1. Scheduler to co-ordinate programs

A2. Training of volunteers by zoo staff and experienced guides

B1. Scheduler co-ordinates times

B2. Guides trained by guides to present audio-visual programs

B3. Guides trained by guides and zoo staff to handle animals

**Allocation of Resources:**

| Manpower | Materials | Money |
|---|---|---|
| 1. Scheduler | Phone contact | None |
| 2. Manual updater | Resources | Printing |
| 3. Guides | Manuals<br>Audio-visual equipment<br>Portable microphones | Printing<br>Maintaining |

| Time Framework | Authority | Alternate Plan |
|---|---|---|
| 1. September-June | Junior League Project Chairman | |

**Controls:** Scheduler keeps records of tours and presentations, and reports to Chairman.

**Appraisal/Evaluation:** Word of mouth, letters of appreciation, Zoo staff evaluation.

**Recommendations:** Two year commitment is best because training takes much time.

***Name of Junior League***

Junior League of Lincoln, Inc.

***Address of Junior League***

2500 South 56th Street
Lincoln, Nebraska 68506

***Name and Address of Co-ordinator of Handbook of Humane Education Projects***

No present coordinator—Lincoln Junior League has turned the project over to the community. See address above.

***Humane Education Project Title***

Children's Zoo Project

***Brief Description of Project***

Since the conception of the Lincoln Children's Zoo the Junior League of Lincoln has been involved in educational programs. Prior to the opening, the Zoo Board requested that the League develop a program called the Ark. Also, the League gave $5,000 for the construction of a Victorian style Bird-Cage Theater for puppet shows. In 1976-1977, League docents offered summer tours to 2,900 children, parents, and teachers at the Zoo. The Ark program was given to over 3,800 school children, senior citizens, bible schools, nursery schools, and camp groups. In 1977-1978, this Committee published a Children's Zoo Guide Book from which the sale proceeds were used for a system of graphics explaining each animal's habitat, diet, grouping, off-spring, and time of day when he is most active and each botanical exhibit. This design system was researched during that year. Also a Braille Guide Book was prepared for the visually impaired Zoo visitor. The Zoo Ark presentation was also correlated with the elementary school science curriculum.

In 1978-1979, the graphic design system was implemented due to the funds from the Arnott Folsom grant and the Guide Book sales. The Livery Barn was also renovated by the Committee to serve as an education building. The Ark program was completed in 1979; that is, enough volunteers had been recruited in the community to form the Folsom Children's Zoo Docent Organization, which then took over the Ark program. The Summer Art Shows at the Zoo required League assistance and the Assistant Education Director was supported by the League.

The 1979-1980 Committee focused upon summer docent tours as did the 1980-1981 Committee. The volunteers were responsible for the care and feeding of the animals they selected to carry on their tour. The educational exhibits in the Livery Barn were further developed.

***Explanation of how to set up and implement project***

If you have a local zoo, appoint a Zoo Task Force to research community needs and to contact the zoo. If there seems to be a need for volunteer help at the zoo, and a committee is created, work closely with the Zoo Board of Directors and the Executive Director. Community volunteers should also be encouraged to participate with League volunteers. This provides a broader base for fund raising and a group of trained volunteers to whom the project can eventually by transferred.

***Community Response***

Both the summer tours and the Ark program have been popular in the community.

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**AMP Form**

**Committee:** Children's Zoo Project
Administrative Year 1977-1978

**Goal:** To develop an educational program at the Lincoln Children's Zoo.

**Objectives:**

1. To publish a Lincoln Children's Zoo Guide Book.
2. To research and develop graphics.
3. To hire an educational coordinator to consolidate an expansion of the existing education program.

**Plan of Action:**

**General Concepts:** The Junior League involvement focused around a three point plan:

1. The Guide Book served as a resource for Zoo visitors as well as the training manual for Zoo docents (May/ark). The guidebooks also provided a source of income for the graphics.
2. Graphics are signs or visual displays placed over/under every animal's enclosure which informs the Zoo visitor about the animal's habitat, diet, country of origin, etc.
3. The programs, to be expanded and coordinated at the Zoo, were under the direction of an Educational Director. These programs included docent training (May/ark), Junior Curator classes, Junior Keeper classes, art classes, and botanical tours. The director also worked with the Lincoln Public Schools to expand Zoo tours to older children (grades 4,5,6).

**Allocation of Resources:**

| Manpower | Materials | Money |
|---|---|---|
| Chairman | | $10,306 1st year |
| Assistant Chairman | | $3,340 2nd year |
| Volunteers (2) | | |

| Time Framework | Authority | Alternate Plan |
|---|---|---|
| Chairman—1 year placement<br>Assistant Chairman—2 year placement<br>Volunteers—1 year placement | Zoo director, Lincoln public schools, and League Chairman | Slide presentation could be developed to be used in conjunction with the Ark exhibit taken into the school and other community areas. |

**Controls:** Time line within the project was set up by the Zoo Educational Director and the Junior League Chairman.

**Appraisal/Evaluation:** Evaluation of Lincoln Public School programs was done to determine the need for more docents (May/ark). Evaluation after the first year to determine how many volunteers were needed the second year.

**Recommendations:** None

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| | |
|---|---|
| ***Name of Junior League*** | Junior League of New Orleans, Inc. |
| ***Address of Junior League*** | 4319 Carondelet Street<br>New Orleans, Louisiana 70115 |
| ***Name and Address of Co-ordinator of Handbook of Humane Education Projects*** | Mrs. Emanuel Blessey (Madeleine)<br>430 Iona Street<br>Metairie, Louisiana 70005 |
| ***Humane Education Project Title*** | Audubon Zoo Education Program |
| ***Brief Description of Project*** | To present the Zoo as an educational experience. |
| ***Explanation of how to set up and implement project*** | The Junior League of New Orleans responded to a request to change the image and focus of the Zoo program through an Education Committee.<br>A request came to the Junior League from the Friends of the Zoo who expressed a desire to expand and broaden the scope of the Zoo and make it an educational experience for the community.<br>An Education Committee was formed.<br>(a) Composition:<br>Three sponsoring agencies:<br>Friends of the Zoo<br>Junior League<br>Audubon Park Commission<br>(b) Purpose:<br>1. To set the goals and objectives.<br>2. To implement said goals and objectives (with final approval from Audubon Park Commission.) |
| ***Community Response to Project*** | See attached article "Zoo Changes Praised By Expert On Animals" |

Sunday, November 8, 1981 The Times-Picayune

# Zoo changes praised by expert on animals

By WES JACKSON

Audubon Zoo is one of the real success stories, not only just in New Orleans, but in the whole country, according to Jean Embery, nationally known animal handler.

Embery, who has made many appearances on television's "Tonight Show" and "These Incredible Animals," was one of many people who went to the zoo Saturday to discover that where the monkeys used to live there is now something new and different.

The Learning Center was formally dedicated Saturday at the site of the old monkey house. Also dedicated was an adjacent 250-seat amphitheater known as Wendy's Wildlife Theatre.

The Learning Center is the new education complex at the zoo, renovated and designed for volunteer and teacher training, for what the two-legged creatures at the zoo call "edZOOcating" the public.

Part of this program includes teaching about the survival of wildlife, especially the more than 1,000 species on the endangered list.

An goodwill ambassador for the San Diego Zoo, Embery complimented the zoo on its expansion and renovation.

"I'm able to cite this zoo wherever I go across the country as an example of what can be done," she said. "I feel that this latest facility is a crowning glory for Audubon Zoo."

Embery said the enthusiasm at Audubon Zoo "is greater than in any other zoo in the country."

Also on hand for the dedication were representatives of the Friends of the Zoo, Junior League of New Orleans, Greater New Orleans Section of the National Council of Jewish Women, Wendy's Old Fashioned Hamburgers, and the Orleans and Jefferson parish school boards. Attending, too, were several politicians, including Councilman Lambert Boissiere and state legislators John Hainkel (who christened the facility with a bottle of champagne), Henry Braden, Karl Rahenkamp and Ben Faucheux.

The new facility will serve as a site for PIP's teacher in-service workshops to advise teachers how to use the zoo, according to Debra Bruder, curator of education.

The amphitheater, funded by Wendy's Corp. of New Orleans, will be the setting for live animal presentations, storytelling, puppet shows, and other events.

Several other projects have been inaugurated in conjunction with the center and theater. One of these involves "Safari carts" stationed throughout the zoo for use with theme demonstrations.

A second program involves a "Zoomobile," which will take live animal presentations to homes for the elderly, hospitals and special education classes.

In another program, about a dozen seventh- and eighth-graders work at the zoo as junior keepers.

Part of the moat around the old monkey island has been filled in as part of the renovation. A branch was laid there Saturday before the dedication ceremonies for the new education facility.

**AMP Form**

**Committee:** Education Committee
Administrative Year 1981-1982

**Goal:** To expand and improve the physical plant and to broaden the education program at the Zoo.

**Objectives:**

1. To train 500 teachers in in-service workshops.
2. To design and place two Safari Carts in the Zoo.
3. To visit 50 special groups with a Zoomobile.
4. To place the 1981 Junior Keepers in a summer Zoo exchange program.
5. To present three different theme presentations in the Amphitheatre.
6. To recruit, train, and place 100 Edzoocators.
7. To recruit, train, and place new Zoo volunteers.
8. To design and market six Zoogeographic packets.
9. To distribute an educational manual.
10. To design and distribute a school group brochure.

**Plan of Action:**

**General Concepts:**

1. Set up teacher workshops (staff and sub-committee)
2. Sub-committee met and determined
3. Sub-committee presently planning
4. Curator corresponding with other zoos
5. Staff developing
6. Staff with sub-committee
7. Staff with sub-committee and supervisors
8. Staff with sub-committee from school board
9. Staff
10. Staff with volunteer teachers

**Allocation of Resources:**

| Manpower | Materials | Money |
|---|---|---|
| Staff | Teacher in-service packets | $6,800 |
| | Edzoocator packets, educational manual school group brochure | $26,600 |
| Volunteers | Docent manual | |
| | Safari Carts | $1,300 |
| | Zoomobile | $6,200 |
| | Amphitheatre | $1,100 |
| | | plus salaries and misc. |
| | TOTAL | $123,000 |

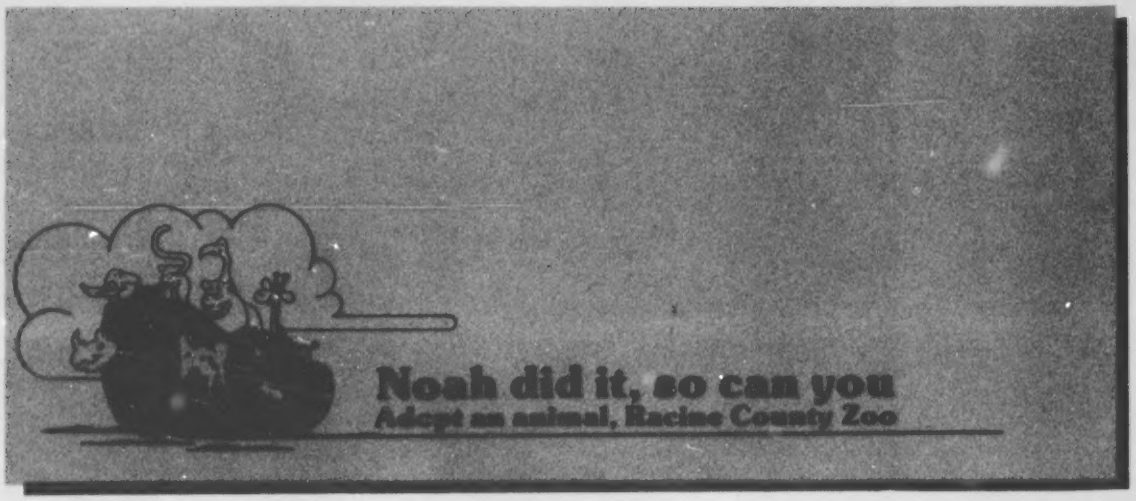
| Time Framework | Authority | Alternate Plan |
|---|---|---|
| Objectives to be completed by December 31, 1982 | Education Committee | None |

**Controls:** Built into the Committee

**Appraisal/Evaluation:** In-League: project appraisal twice a year

**Recommendations:** None

| | |
|---|---|
| ***Name of Junior League*** | Junior League of Racine, Inc. |
| ***Address of Junior League*** | 246 Main Street<br>Racine, Wisconsin 53402 |
| ***Name and Address of Co-ordinator of Handbook of Humane Education Projects*** | Mrs. John McEwan (Barbara)<br>535 Main Street<br>Racine, Wisconsin 53405 |
| ***Humane Education Project Title*** | Zoo Awareness |
| ***Brief Description of Project*** | The Junior League of Racine helps to develop and promote the Racine Zoological Gardens through awareness of the public facility with educational displays, programs for children and adults and continuation of the "Adopt" Program until it can be turned over to another group by March of 1984.<br>A strong campaign towards "Zoo Awareness" has been launched. An excellent rapport exists between the Zoological Society, the Board of Directors of the Zoological Society, the Zoo Auxiliary and the Zoo Director. Over $2,000 has been raised through the "Adopt An Animal" program. As well as raising funds for the construction of a new pheasant house, the League is also involved in the educational function of the Zoo. |
| ***Explanation of how to set up and implement project*** | The Zoo committee has written a curriculum guide containing general information on the zoo, classroom materials, and follow-up materials. The League supplies flyers for elementary school children and their parents.<br>Information of the "Adopt" program will also be brought to nursery schools and nursing homes.<br>League volunteers have renovated the display cases in the main mammal house and periodically change the displays for purposes of informing the public.<br>League volunteers have helped to revise a slide presentation by taking new photographs of the zoo animals.<br>The Zoo Committee held a "Name The Bear" contest on Safari Day during the Summer of 1980. |
| ***Community Response to Project*** | Over $2,000 has been raised in the last six months through the "Adopt An Animal" program. There are 110 adoptive families and additional "Adopt" donations are received each week. |



**AMP Form**

**Committee:** Zoo Project Committee
Administrative Years 1982-1984

**Goal:** To develop community awareness and public pride in the Racine Zoological Gardens.

**Objective:** To develop and promote the Racine Zoological Gardens through awareness of the public facility with educational displays, programs for adults and children and continuation of the "Adopt" program until March of 1984.

**Plan of Action:**

**General Concept:**

1. To establish the "Adopt" program through local advertising, personal mailings, and participation in Safari Day.
2. To maintain and update the window displays and sound system in the cases at the Zoo buildings.
3. To create and publish materials promoting the Zoo and the Master Zoo Plan. To provide information to the public on the zoo animals.
4. To make community organizations, schools, and nursing homes aware of the availability of zoo programs.

**Allocation of Resources:**

| | Manpower | Materials | Money |
|---|---|---|---|
| 1. | 2-4 volunteers to maintain the displays | Reprint flyers, certificates and other information | $1,750 "Adopt" Program |
| 2. | 2-4 volunteers interested in educational programs | Display materials and sound tapes | $175 for displays |
| 3. | 2-4 volunteers interested in public speaking and public relations | Published information, paper, copying expenses | $660 for educational information |
| 4. | 1-2 volunteers interested in record keeping | None | None |

**Time Framework**

4/82 Promote Adopt Program
5/82 Plan new display and educational brochures
7/82 Plan booth and manpower for Safari Day
8/82 Notify "Adopt" subscribers of renewal
9/82 Send information on "Adopt" to nursery schools and nursing homes
4/83 Plan new display
1983/1984 Work closely with Zoo Auxiliary and train Auxiliary to take over project by 3/84

**Authority**

The responsibility will be with the Zoo Project Committee and the League Board of Directors

Communication with the President of Zoo Board of Directors

**Alternate Plan**

The Zoo project would have to be referred to another committee such as the Racine Zoological Society Auxiliary. However, at this time without the support of the League the project would be terminated due to lack of manpower within the Auxiliary.

**Controls:** The League membership will be kept informed through the general membership meetings and the monthly news magazine concerning the progress of the project.

**Appraisal/Evaluation:** This project has helped to raise the Zoo's visibility in the community, developed significant new educational materials and has proved to be a meaningful volunteer experience for League members.

**Recommendations:** A potential future program would be a "Don't Feed The Animals" campaign.

***Name of Junior League***

Junior League of Roanoke Valley, Inc.

***Address of Junior League***

301 23rd S.W.
Roanoke, Virginia 24014

***Name and Address of Co-ordinator of Handbook of Humane Education Projects***

Mrs. Phillip P. Wright (Suzanne)
1640 Center Hill Drive
Roanoke, Virginia 24015

***Humane Education Project Title***

Mill Mountain Zoo Carnival

***Brief Description of Project***

To put on a carnival at Mill Mountain Zoo and to create permanent guidelines for an annual presentation of a carnival at the Zoo.

***Explanation of how to set up and implement project***

First the budget for the carnival should be set. We allocated $350 in 1980 and increased it to $450 in 1981. Then the time and date should be decided. The next step is to select the events. At the 1980 carnival we had face painting, woodworking, thumb printing; games such as the wishing well game, bean bag toss, ring toss, and penny hunt; special events such as the puppet show, magic show, clowns, and an ice cream eating contest. In order to determine the number of volunteers necessary for the carnival we added up the events, assigned 2 hour time slots to them for 2 days from 10 a.m. to 5 p.m. and totaled the number of volunteers needed. In 1980 it was 64. Then we listed in detail the materials necessary for each event; for example, face painting needs pastels and cold cream; woodworking requires small scraps of wood and glue; thumb printing takes blank file cards (large enough to be framed), soft felt pens, black ink pads, and thumb tacks. Paper towels, buckets of water, and card tables are also necessary. Try to get as many of these materials donated as possible.

The next step is to plan the publicity, which will make or break the carnival. We divided publicity into four areas: posters, T.V., radio and newspapers/bulletins. The main part of the budget goes for poster printing. One hundred of these were distributed to areas of Roanoke Valley that would attract public attention. We prepared a public service announcement and sent it to all T.V. stations in the area, followed by a telephone call. T.V. coverage is very important to the success of the carnival. The stations should be contacted several months prior to the carnival. The radio stations are also very helpful. We sent our PSAs to them two weeks before the event. The Committee also suggests that a radio remote be obtained. The newspapers received a short announcement from us two weeks in advance. Then we followed up with a reminder call shortly before the carnival. We also suggest that any community organization with a monthly newsletter be contacted. They often welcome community service announcements.

***Community Response to Project***

The community response to this project was overwhelming. The merchants donated supplies for the project and the League volunteers gave their time to promote the carnival and implement it. We created an awareness of Mill Mountain Zoo and increased gate attendance considerably. Due to the overwhelming response of the community to Mill Mountain Zoo's carinval, an annual carnival succeeded not only in increasing gate attendance but it brought in needed revenue and made the community aware of the financial help that is necessary to run the Zoo. Each year different civic groups have offered to promote a carnival at the Zoo with all revenues going to help maintain the Zoo.

**AMP Form**

**Committee:** Mill Mountain Zoo Carnival
Administrative Year 1980-1981

**Goal:** To promote an awareness of Mill Mountain Zoo and to create permanent guidelines for an annual presentation of a carnival at the Zoo.

**Objective:** The main objective of the carnival is to increase the attendance at the Zoo by creating a promotion that will attract attention to the Zoo thus helping to increase gate attendance and promoting the Zoo.

**Plan of Action:**

**General Concept:** Our concept and tasks are explained step-by-step under "Explanation of How to Set Up and Implement Project."

**Allocation of Resources:**

| Manpower | Materials | Money |
|---|---|---|
| 7 committee members plus spot jobs for 64 people | Pastels, cold cream, wood, glue, ink pads, felt tip pens, paper, ice cream, prizes, large mayonnaise jar, small jar (for wishing well); 7-8 cartons of soft drinks (for ring toss); empty soft drink cans and bean bags; clowns, magician, puppet show, etc. | $350 for year 1980-1981: $150 printing of professional posters (but recommend a much higher amount due to inflation) $50 for puppet show; $50 for entertainer<br>Misc. costs for materials |

| Time Framework | Authority | Alternate Plan |
|---|---|---|
| Carnival to extend over a 2 day period on a weekend in July. The time set for our carinval was a Saturday and Sunday from 10 a.m. to 5 p.m. each day. | The Chairman and the Committee had the basic authority. Authority was divided up among Committee members who were responsible for individual events and overseeing the spot jobs. | None |

**Controls:** While the carnival was in the planning stages, weekly meetings were required. This made it easier for all concerned and the Committee members were able to set up a time schedule to complete events, publicity, manpower schedule and materials needed for the carnival.

**Appraisal/Evaluation:** The Committee members thoroughly enjoyed this project. It was an especially good project for evening actives since the meetings were at night. The Committee members all agreed that the project was not only fun but rewarding as well. All in all it was an extremely worthwhile project since our Zoo functions solely on admissions and donations. The gate attendance doubled due to the carnival—attendance was approximately 2,700. This increase brought in sorely needed revenue. All in all I would have to say that this project was a tremendous success and all who participated enjoyed themselves.

**Recommendations:** I would certainly recommend that this type of project be kept in mind in the future. It is good for evening actives and helps our community sustain our Zoo. I do feel that since we have done this project twice that the Board of Mill Mountain Zoo can take over now, but if our Zoo needs help, I think we should be able to help again whenever necessary.

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***Name of Junior League***

Junior League of San Antonio, Inc.

***Address of Junior League***

819 Augusta Street
San Antonio, Texas 78215

***Name and Address of Co-ordinator of Handbook of Humane Education Projects***

Mrs. Goodhue Smith III (Diane)
103 Tuttle Road
San Antonio, Texas 78209

***Humane Education Project Title***

Zoo Docent Program

***Brief Description of Project***

The Junior League of San Antonio initiated the Zoo Docent Program back in 1969. There is now a large docent program staffed and manned by community volunteers. Many Junior League members participate in the zoo program, both as docents and as Board members without receiving placement credit. The San Antonio Zoo is currently undertaking a multi-million dollar project for expansion, redesign of the entire park setting, and a new "Disney like" children's zoo. In the spring of 1980, the San Antonio League voted a $50,000 grant toward zoo expansion. These monies are designed to aide in the building and development of an educational module over a 2½ year period.

The educational module's construction should begin in the spring of 1982. This year the League plans to begin developing new programs for this educational module. Existing zoo programs throughout the country were contacted and information gained from these programs was used to develop the San Antonio program.

***Explanation of how to set up and implement project***

The League volunteers schedule and carry out the activities. They conduct tours at the zoo for area school children and visit schools and nursing homes with filmstrips and/or handleable animals in the spring and fall. Zoo Committee members are orientated on the use of equipment and on animal handling by past docents and the zoo staff. Two tours are conducted per day or a school is visited with filmstrips and animals once a week.

Zoo docents have also participated in fund raising projects for the children's zoo.

The volunteer group meets for training every Tuesday morning from 9:15-11:30 in September and October. Small individual groups meet at the same time in November, and in January and February the group meets with zoo staff members for lectures.

***Community Response to Project***

The San Antonio Zoo is one of the five most outstanding zoos in the U.S. The Chamber of Commerce states that tourists visit the Alamo, the river, and the zoo (in descending order of frequency). It is clearly the most widely-visited feature in Brackenridge Park.

The Docent program has been a popular League placement for 12 years. There are 68 docents at the zoo this year: 16 are actives, 6 are sustainers, 2 are provisionals, and 44 are community volunteers. The program is totally integrated between League and community volunteers.

Approximately 10,000 children take docent tours annually. The project meets childrens' needs on an educational level and fosters a community project for all racial and ethnic groups. The new Children's Zoo will continue cultural enrichment and education about the precious world of animals for the children of San Antonio.

**AMP Form**

**Committee:**

Zoo Committee
Admimistrative Years 1969-1983

**Goal:**

To provide an educational program which enhances a child's experience at the zoo and to demonstrate to the public the role of zoos in conservation and research in terms of the animal kingdom.

**Objective:**

To provide an integrated course of classroom presentations reinforced by a zoo tour or simply through guided tours on the zoo grounds.

**Plan of Action:**

**General Concept:**

1. Veteran docents and zoo personnel share their expertise in helping to train fellow docents. Docent training involves one morning session per week from September through December and March through May. It also includes training two mornings per week in January and February with zoo staff members.
2. Volunteers study notebook materials and orient themselves to the animal locations during their own time.
3. The notebooks used in training contain the material developed at the inception of the program. They have been updated as more information became available and as the zoo expanded.
4. A variety of tours are offered based on a selection of topics geared to various grade levels and covering a wide range of subject matter.
5. The zoo program is totally integrated between League and community volunteers.
6. In addition to tours and school visits, the nursery module has opened at the Zoo, and veteran docents help to care and feed the new arrivals. The educational module to be constructed soon will be used not only to educate the children, but also to educate the area educators about the limitless resources for learning available to them at the San Antonio Zoo.

**Allocation of Resources:**

| | Manpower | Materials | Money |
|---|---|---|---|
| 1. | 12 docents (1,080 volunteer hours) 100 volunteers will be needed upon completion of the Children's Zoo | (All provided by the zoo.) Tour/animal information notebooks, slide program, filmstrips, projectors and portable amplifiers Handleable zoo animals | $241<br>$50,000 for Children's Zoo:<br>1980-1981 $25,000<br>1981-1982 $12,500<br>1982-1983 $12,500<br>$10 paid for each volunteer for her own notebook |
| 2. | Past docents | Suggestions, expertise, background information | None |

| | Time Framework | Authority | Alternate Plan |
|---|---|---|---|
| 1. | September-December, one day per week | Monthly progress reports sent to Metro Priority Group meetings | |
| 2. | January-February, two days per week | Personal contact, evaluation of training and program is conducted of each League member | |
| 3. | March-May, one day per week | | |

**Controls:**

Personal contact, evaluation of training and program by each League member; monthly reports to Metro Priority Group meetings; press releases by Zoo in local paper; Bright Shawl Article in the February issue; placement spotlight at March League meeting.

**Appraisal/Evaluation:**

This has been an outstanding public service program for twelve years. It has met the needs of quality placement for over 100 League members so far. Since $50,000 has been committed to the project, the next few years offer a new frontier in volunteer involvement with the opening of the Children's Zoo. Support for the project has come from the League, the Zoological Society, and the local community.

**Recommendations:**

Due to the extensiveness of training at the zoo, a two year commitment from volunteers is helpful.

***Name of Junior League***

Junior League of Springfield, Inc.

***Address of Junior League***

1722 RR S. Glenstone
Springfield, Missouri 65804

***Name and Address of Co-ordinator of Handbook of Humane Education Projects***

Ms. Jenny Baldwin
1432 E. Bennett
Springfield, Missouri 65804

***Humane Education Project Title***

Zoo Interest Committee

***Brief Description of Project***

The Junior League of Springfield, Missouri donated $18,000 for the purchase of a mobile education unit facility at the Dickerson Park Zoo. The classroom facility called Z'Ark is programmed and staffed with volunteer and professional instructors to carry on a wide variety of educational programs under the title of Z.E.B.R.A. (Zoo Education Broadens Realization of Animals.) In addition to the Springfield area, Z'Ark takes Zoo resources to many outlying areas (46 additional schools were served last year) and allows the Zoo to participate in many community settings; e.g., malls, fairs, parks as well as schools.

***Explanation of how to set up and implement project***

Z'Ark is a traveling zoo lab measuring 14' x 36'. Use of the mobile unit is scheduled through the Mobile Unit scheduler. The unit itself includes a restroom, kitchenette, storage, air/heat and exhaust system. A permanent site for the unit has been established at the Zoo. League volunteers take reservations, collect fees for Z.E.B.R.A. classes, plan the curriculum, order supplies, contact instructors, assist professional instructors and promote Z.E.B.R.A. classes through various means of advertising. Lastly, volunteers are responsible for designing and implementing the interior and exterior of the Z.E.B.R.A. unit.

***Community Response to Project***

Response from the mayor came in the form of a proclamation whereby the weekend of September 26-27, 1981 was proclaimed a weekend to discover *What's Gnu At The Zoo*. The Director of Dickerson Zoo also sent a letter to the Springfield League thanking them for their donation indicating that the mobile unit will enhance the many educational programs at the zoo and will allow for considerable expansion and diversification. The Docent Council of Dickerson Park Zoo wrote a letter to the Springfield League members extending their gratitude to the Springfield League for their help in establishing Z'Ark and explained that Z'Ark was a way for them to reach more people thus helping them to achieve their ultimate goal.

**AMP Form**

**Committee:** Zoo Interest Committee
Administrative Years 1981-1984

**Goal:** To provide a unique learning experience; seeing the *real* thing. The most significant feature of the experience is the opportunity to see animals alive.

**Objectives:** To allow visitors a chance to learn and observe animals in a relaxed and informal setting. Also to take the zoo program to people in the community through the use of a mobile unit.

**Plan of Action:**
**General Concept:**

1. A mobile unit will be purchased for the zoo.
2. The mobile unit will be programmed and staffed by both volunteer and professional instructors.
3. The mobile unit will also travel as scheduled within the community to places such as malls, fairs, parks, and schools.

**Allocation of Resources:**

| Manpower | Materials | Money |
|---|---|---|
| 9 volunteers to plan programs, assist in implementation and design mobile unit space | Mobile unit, pad and hook up at Zoo<br>Furniture and audio-visual equipment | $22,000<br>Fees generated from Z.E.B.R.A. classes will be used for Z.E.B.R.A. programming only |

| Time Framework | Authority | Alternate Plan |
|---|---|---|
| June 1981-May 1984 | Junior League Zoo Interest Committee Chairman, Zoo Director | |

**Controls:** Close communication must be kept between the professional staff and the League volunteers.

**Appraisal/Evaluation:** On-going evaluations will be conducted following each class session surveying participants and/or parents, instructors, and zoo staff with specific reference to learning environment, program content and presentation.

**Recommendations:** The Junior League of Springfield would donate the mobile unit to the Park Board with the stipulation that it be limited for use by the Zoo only. In May of 1984 The Friends of the Zoo and the Park Board will assume joint responsibility for this project.

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*Community Response*

# Proclamation

*WHEREAS,* Exciting improvements and additions have come about at Dickerson Park Zoo in the past few years; and

*WHEREAS,* there is a new mobile classroom facility, called the Z'Ark, generously donated by the Springfield Junior League; and

*WHEREAS,* a new Hippo Pool will soon be completed, generously donated by Mr and Mrs Henry Schneider, and the North Springfield Betterment Association; and

*WHEREAS,* a new Leopard Exhibit is being developed with funds from Ozark Empire Kiwanis; and

*WHEREAS,* the Dickerson Park Zoo will soon have its first major exhibit in over forty years, a home for the baby lion in a new Lion Exhibit, begun with a matching grant from the Gannett Foundation and Mr and Mrs James Mellers, and continuing with generous contributions from man other Friends Of the Zoo; and

*WHEREAS,* a grant from the Community Foundation of Greene County through the generosity of and in memory of Mr and Mrs Ray Kelley to provide accommodations for the elderly and handicapped; and

*WHEREAS,* Dickerson Park Zoo endeavors to provide enjoyment and education for all the citizens of Springfield and surrounding communities;

*NOW, THEREFORE,* I, Harry C. Strawn, Mayor of the City of Springfield, Missouri, hereby proclaim September 26-27, 1981, as a weekend to discover

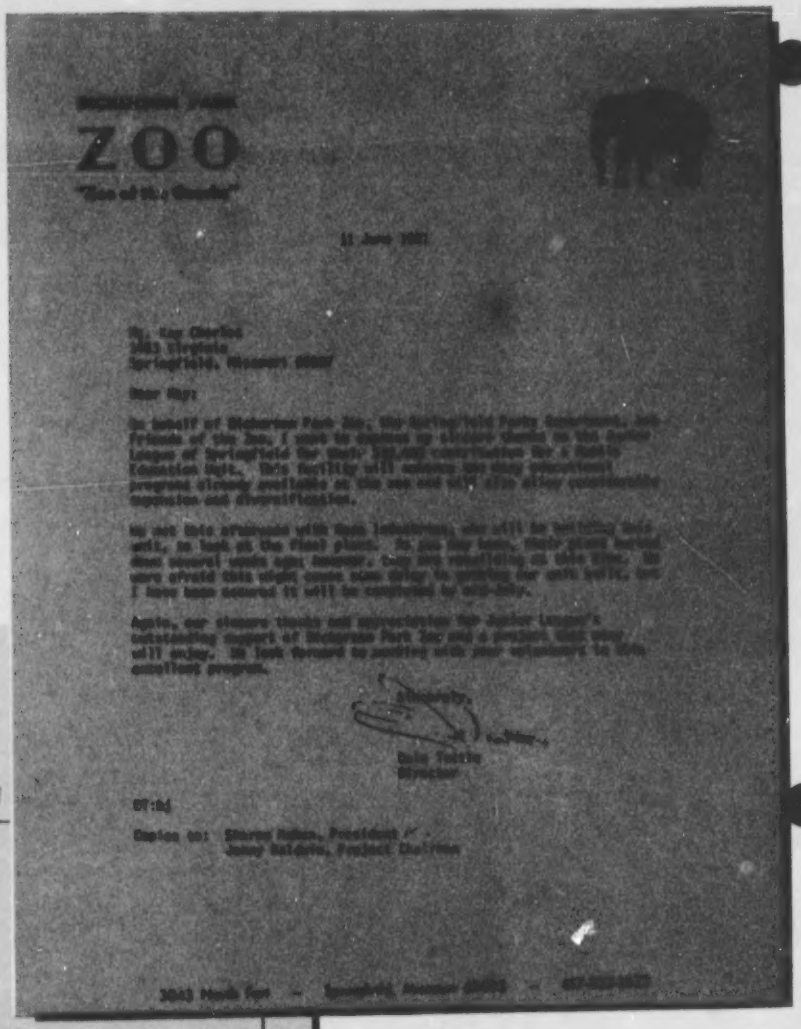
WHAT'S GNU AT THE ZOO

and urge everyone to avail themselves of the pleasures awaiting at Dickerson Park Zoo.

Harry C. Strawn

*Harry C. Strawn, Mayor*

***Community Response***



DICKERSON PARK
ZOO
"Zoo of the Ozarks"

11 June 1981

Mr. Ray Charles
3043 Kenyata
Springfield, Missouri 65807

Dear Ray:

On behalf of Dickerson Park Zoo, the Springfield Parks Commission, and Friends of the Zoo, I want to express my sincere thanks on the Junior League of Springfield for their [illegible] contribution for a Docent Education Unit. This facility will enhance our many educational programs already available at the zoo and will allow continuous expansion and diversification.

We met this afternoon with Hank Industries, who will be building this unit, to look at the final plans. As you may know, there [illegible] about several weeks ago however, they are installing it this time. We were afraid this might cause some delay in getting the unit built, but I have been assured it will be completed by mid-July.

Again, our sincere thanks and appreciation for Junior League's outstanding support of Dickerson Park Zoo and a project that they will enjoy. We look forward to working with your volunteers in this exciting program.

Sincerely,

Dale Tuttle
Director

DT:bd

Copies to: Sharon Hahn, President
Jenny Baldwin, Project Chairman

3043 Maple Lane - Springfield, Missouri 65804 - 417-[illegible]

foz FRIENDS OF THE ZOO

August 25, 1981

Dear Junior League Members:

On behalf of the Docent Council, Dickerson Park Zoo, I would like to extend our gratitude for all the help you have provided to our organization in the past.

We are very excited about the S'Ark and feel that it will be a great asset to our purpose. It will provide a way for us to reach more people and help us achieve our goal.

We look forward to working with you on future projects. Once again, thank you.

Sincerely,

Linda Forbes
Docent Council Secretary

DICKERSON PARK ZOO

*Sympathy with the lower animals is one of the noblest virtues with which man is endowed.*

Charles Darwin

*To the man who is truly ethical all life is sacred including that which from the human point of view seems lower in scale*

Dr. Albert Schweitzer

***Name of Junior League***

Junior League of Baltimore, Inc.

***Address of Junior League***

4803 Roland Avenue
Baltimore, Maryland 21210

***Name and Address of Co-ordinator of Handbook of Humane Education Projects***

Mrs. Robert Suhr (Audrey)
501 Pratt Street
Baltimore, Maryland 21202

***Humane Education Project Title***

National Aquarium Volunteer Program

***Brief Description of Project***

The National Aquarium Volunteer Project has some 500 volunteers working in diverse capacities. League volunteers can become exhibit guides, divers, office assistants, work at the gift shop, at the information desk or in the education outreach program. They can also work in a variety of areas such as membership, development, research, rainforest, horticulture, photography, calligraphy, carpentry, etc.

In 1977, the project began with a national survey and by August 1981 when the National Aquarium opened the project was functioning with 300 volunteers. The Junior League of Baltimore has a six year commitment to the National Aquarium, the first three being non-budget, and the last three budgeting $9,000 plus volunteer manpower.

***Explanation of how to set up and implement project***

The League designed the volunteer program for an unopened institution. Since 1977, there has been constant communication through meetings and in writing between the Aquarium Board, the Aquarium staff, and the League. A full time volunteer staff member has been necessary to co-ordinate the program, which makes it an unusual League project.

The involvement of the League developed as follows: first year was primarily devoted to the survey research; the second and third years to the development of a volunteer program plan; the fourth year to the implementation of the volunteer program particularly the recruitment and training; the fifth year the League responsibilities shifted to a support and consultant posture; the sixth year the League will evaluate the program and transfer it all to the National Aquarium.

The Committee divided itself into sub-committees to focus upon specific aspects of the project: 1) recruitment of volunteers 2) training of volunteers 3) creating administrative policies. These sub-committees worked independently reporting to the full Committee at monthly meetings.

For Leagues considering setting up such a program we recommend that they consult the American Association of Zoological Parks and Aquariums in Wheeling, West Virginia. They are a clearing house for educational programs on zoo and aquarium related projects.

***Community Response to Project***

The volunteer program at the National Aquarium has been noted as one of the largest volunteer programs for a cultural institution in the region with 500 volunteers. The diversity of age, sex, race and social background has been recognized and commended by the City.

**AMP Form**

**Committee:**

National Aquarium Volunteer Program
Administrative Year 1980-1981

**Goal:**

To establish the volunteer program for The National Aquarium in Baltimore in coordination with the Aquarium Board and staff by the Aquarium opening in August 1981. (Recruitment began in January, selection was completed and training begun by April 1).

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**Objectives:**

1. To design a flexible, dynamic and effective administrative project with the Aquarium Volunteer Program.
2. To recruit, select and evaluate Aquarium volunteers.
3. To orient and train over 150 volunteers to be effective and responsible advocates of the National Aquarium.

**Plan of Action:**

**General Concept:**

1a. Objective #1 included the following materials and policies: 1) draft a structure of authority 2) create a tour schedule and design to accommodate approximately 50,000 school children per year 3) develop specific tour themes to fit into the school science curriculum 4) provide rules and regulations governing volunteers 5) develop an evaluation format and tools 6) arrange for volunteer insurance 7) set-up a volunteer office 8) write news letters and bulletin boards for communication 9) select "uniforms" 10) create an awards program.

2a. Objective #2 included selecting materials and creating policies concerning the following: 1) marketing material and recruitment information through mass media advertising, brochures, *Water Mark* articles by Fall 1980 2) writing job descriptions for volunteers by Winter 1980 3) conducting interviews and selecting guidelines and procedures, with attention to equal opportunity, by Winter 1980 4) evaluating techniques and tools for the volunteer recruitment and selection process and for the guides' performance by Spring 1981.

3a. Objective #3 included 1) production of a volunteer handbook—Spring 1981 2) orientation sessions which acquainted all volunteers with the National Aquarium history, goals, staff, layout, and policies; basic information about how to relate to the public; requirements for volunteer appearance, behavior, and knowledge 3) a 10 week training session for exhibit guides to provide them with communication skills, knowledge of marine and fresh water ecology, to familiarize them with Aquarium support systems, and to teach them how to design tours for various age groups 4) an evaluation of the guide's technique and effectiveness 5) continuing education programs on a monthly basis to improve volunteers' current knowledge, skills and their cohesiveness as a group.

**Allocation of Resources:**

| Manpower | Materials | Money |
|---|---|---|
| Committee size has varied usually 10-14 volunteers | Aquarium has provided all office equipment and supplies, duplicating, and postage costs. Corporate donations provided "uniforms." League provided manuals and capital investments. | League commitment was $9,000 over 3 years, FY 80-81, FY 81-82, FY 82-83. Aquarium budget (which includes League money in FY 83) will be $54,000 |
| **Time Framework** | **Authority** | **Alternate Plan** |
| Sept. 1977-April 1983 | Education Department of National Aquarium, League Committee Chairman, who is the volunteer coordinator, sits on the Board of Directors of the Aquarium. | |

**Controls:** The volunteer coordinator works closely with the Committee Chairman, who in turn works closely with the sub-committees.

**Appraisal/Evaluation:** The entire Committee meets once a month providing a forum for self-evaluation.

**Recommendations:** Keep smiling! In setting up aquarium volunteer programs, including the educational component, do not neglect techniques used by non-animal institutions such as museums. An eclectic approach offers creative, effective ideas.

***Name of Junior League***

Junior League of Stamford-Norwalk, Inc.

***Address of Junior League***

6 Squab Lane
Darien, Connecticut 06820

***Name and Address of Co-ordinator of Handbook of Humane Education Projects***

Mrs. Robert Biewen (Cathie)
60 Sammis Street
Rowayton, Connecticut 06853

***Humane Education Project Title***

Norwalk Maritime Center

***Brief Description of Project***

The Norwalk Maritime Center, located on Norwalk Harbor, is scheduled to open in Spring of 1985. This major project will combine in a single facility all the ways in which a natural resource—the sea—relates to human life. The Center will be a "living environment" in which a visitor can explore the sea as a sailor, a merchant, a scientist, an environmentalist, a fisherman, an historian of ancient seafaring peoples, or simply as a vacationer. Each presentation will contain multiple layers of information so that some points can be grasped in an instant, others after longer periods of observation and reflection. Such a total approach to the exploration of a natural resource is unprecedented, and will make the Maritime Center's environment a unique place in which to learn.

***Explanation of how to set up and implement project***

A Junior League Task Force was formed in 1979 to investigate possible involvement in planning a Maritime Center as a part of the revitalization effort of South Norwalk. The goals established for the Task Force were: 1) to evaluate and participate in the concept, design, and development of the Long Island Sound Aquarium 2) to provide programs to sustain the operations of the aquarium. Because the aquarium project encompassed three areas of most interest and concern to the League members—education, environment, and history—this project was researched and developed.

The League Task Force became one of nine Norwalk Seaport Association subcommittees which participated in this feasibility study. A League member was appointed to the Norwalk Seaport Association Board.

The Task Force members built coalitions with the Norwalk Redevelopment Agency, the Oceanic Society, the SONO Task Force, and the city's planning consultant firm. The Junior League became mediators for the participating groups since they had an overview of all the participant's plans. The Task Force proposal covered a four year period for a total of $70,500:

1980-1981—Fourteen League volunteers would help develop feasibility study funding for the Maritime Center, which will house an aquarium, education research facility, and a museum. They would also foster positive public sentiment for revitalization of South Norwalk. League funding: $20,500.

1981-1982—Four League volunteers would work with City and Maritime Center personnel to develop a program curriculum. Three volunteers would compile and print a volunteer guide, which examines the historical and contemporary perspectives of Long Island Sound's resources and the rich heritage of Norwalk Harbor. Four volunteers would participate in exhibit design. League funding: $25,000.

1982-1983—Twenty-five League members would be trained as docents for the Maritime Center and five would help set up a gift shop at the Center. League funding: $15,000.

1983-1984—Twenty-four League members would continue as docents both within the Center and in the community. Summer classes for children would be established, and exhibits would be improved. League funding: $10,000.

***Community Response to Project***

The Norwalk mayor says the $27 million project could "change the course of the city. It can become for Norwalk an attraction of national scope. It is the most important work going on in this administration the past three years."

**AMP Form**

**Committee:** Norwalk Maritime Center
Administrative Year 1980-1981

**Goals:**

1. To participate in the concept, design and development of the Maritime Center.
2. To educate the League on the Maritime Center Project.

**Objectives:**

1. To have the Maritime Center design concept completed by August 1980, and approved by involved parties by October 1980.
2. To compile written historical and environmental data for use in integrated programming by May 1981.
3. To assist in the development of funding proposals for public and private support. To be measured successful if 85% of construction costs and 40% of exhibit costs are pledged by July 1981.
4. To inform the membership on the progress of the project a minimum of four times by May 1981.

**Plan of Action:**

**General Concepts:**

1. To participate in the design of the scope of work for the feasibility analysis to insure quality.
2. To participate in the selection of the consultant(s) undertaking the feasibility analysis.
3. To advocate for continued cooperation among the working group entities.
4. To advocate for existing involved parties to join together formally.

**Allocation of Resources:**

| Manpower | Materials | Money |
|---|---|---|
| 14 volunteers: 1 chairman,<br>5 environmental researchers,<br>3 historical researchers,<br>2 coalition advocates,<br>1 feasibility co-ordinator,<br>2 grantsmen | | $20,500 is the JLSN portion of the $75,000 feasibility analysis |

| Time Framework | Authority | Alternate Plan |
|---|---|---|
| Year round | Committee Chairman; JLSN Board and executive liaison; working group consortium (the Oceanic Society, the City of Norwalk, the Norwalk Seaport Association) | |

**Controls:**

1. The Task Force retains the right to withdraw the Maritime Center proposal from League consideration at any time before March 26, 1980, if deemed necessary.
2. The Task Force may recommend to the Board changes and/or deletions in the project by March 1981.

**Appraisal/Evaluation:** (See 1981-1982 administrative year report.)

**Recommendations:** (See 1981-1982 administrative year report.)

**AMP Form**

**Committee:**

Norwalk Maritime Center
Administrative Year 1981-1982
Project 1979-1984

**Goals:**

1. Effect community change
2. Respond to membership needs
3. Improve JLSN public relations
4. Strengthen relationship between JLSN and community

**Objectives:**

1. To continue direct involvement in the development of the Maritime Center.
   a. To incorporate the integrated environmental and historical theme into actual exhibit and program design.
   b. To compile and print an Estuary Guide.
   c. To assist in the continued smooth operation of the Maritime Advisory Group.
   d. To assist in planning the capital campaign.
2. To educate the JLSN and the community about the Maritime Center Project and its progress.

**Plan of Action:**

**General Concepts:**

1. Participate in the program development workshop conducted by the project consultant involving experts from around the country. Participate in tours of other aquarium facilities.
2. Organize research material, outline, write, design and publish an Estuary Guide featuring the Norwalk Harbor.
3. Assist in the selection of members for the Board of Trustees and participate in the activities of the Board of Trustees.
4. Assist in the selection of a fund raising consultant and in the management of the fund raising campaign.
5. Prepare and present three information items for the JLSN.

**Allocation of Resources:**

| Manpower | Materials | Money |
|---|---|---|
| 1. Chairman | Participate in selection and activities of NMC Board, participate in program development workshop, participate in facilities tour and coordinate activities of committee. | $1,150 |
| | Participate in consultant selection | 16,000 |
| 2. Research Chairman | Coordinate activities of committee in writing, designing and publishing Estuary Guide. | 8,800 |
| 3. Coalition Advocates | Attend meetings of community groups. Participate in program development workshop. | None |
| 4. Grantsmen | Attend grantsmanship training workshop. Participate according to the phase of the project. | None |

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| | Time Framework | Authority | Alternate Plan |
|---|---|---|---|
| | Chairman—year round commitment | Reports to JLSN Board of Directors, Executive liaison and NMC Board | |
| | Committee—determined by committee as to Sept.-May or year round | Committee reports to Chairman | Keep placement positions flexible so committee members may rotate and participate according to the phase of the project. |

**Controls:**

1. Committee review of goals and objectives in January.
2. Check with time line established in September.
3. Monthly meetings to report progress.

**Appraisal/Evaluation:** January review of goals and objectives.

**Recommendations:** Committee was designated as an evening active committee—change to daytime, but guarantee several placement positions for evening activities.

Recommend two year placement because of the scope of the project.

Review original project proposal and rewrite to correspond with Maritime Center time line.

*I hear and I forget.*
*I see and I remember.*
*I do and I understand.*

***Name of Junior League***

Junior League of Asheville, Inc.

***Address of Junior League***

Box 8848
Asheville, North Carolina 28804

***Name and Address of Co-ordinator of Handbook of Humane Education Projects***

Mrs. Larry McDevitt (Dershie)
56 Elk Mountain SC High
Asheville, North Carolina 28804

***Humane Education Project Title***

The Western North Carolina
Nature Center Project

***Brief Description of Project***

In 1976, the Junior League began a major project to transform the old Asheville Zoo into a modern Zoological park encompassing a Children's Zoo and a Nature Center. In that early period the League donated $25,000 to this project.

A capital campaign was launched by the League and $250,000 was raised in the following years for the Center in both money and materials. At that point a Nature Society was formed, comprising one-fourth to one-half League members with a permanent League placement on the Board. The Society has since raised another $200,000 in addition to a 1979 $10,000 League donation. In 1980, the project was turned over to the Society and Buncombe County. Presently, the League is maintaining a presence at the Center through the Nature Society and volunteer community placements. The daily operation of the Center is handled by the Department of Parks and Recreation of Buncombe County.

The Nature Center is an unusual combination of zoo, museum, park and environmental learning center. Through the Nature Society we recruit and train docents who take pre-scheduled classes through the Center to see such educational exhibits as Indian and Pioneer Use of Nature, Reptiles—Old and New, Marine Life and New Life. Our *Sundays at Three* program attracts families to have such experiences as bird feeding and cider pressing. The Junior Keeper Program, in which children 12 or older are trained to work with the animals in return for a designated commitment of volunteer hours, is also very popular. The newly completed educational mini-farm gives one the opportunity to pat a calf, hold a rabbit, touch a goat, or even turn a honey extractor. The center is complete with a winding nature trail.

One of the most exciting parts of our program is "The Apple Tree Arc," a traveling van especially adapted to be a fold-out classroom. The van was donated by a local car dealership called Appletree, and a full-time environmental teacher travels in the van to targeted classes, grades 5 and 7, all over the city and county. The League does not hire the teacher—he is jointly funded by the boards of the city and county school districts. He is essentially a humane educator, taking red-tailed hawks, mice, boa constrictors, and many other animals into the schools. One of his more interesting programs is "The Animals No One Loves" for the children are exposed to creatures that are not furry or cuddly, but that should be respected because they are living beings.

The fund raisers are *Hey Day*, a traditional fall fair held the last Saturday in September and the *Bird Seed Sale* held bi-annually.

***Explanation of how to set up and implement project***

This enormous project was stimulated by a need to remodel the old Asheville Zoo, by a bicentennial gift from a local major corporation as seed money, and by the interest of the League. In addition to our major fund raising campaign we have worked closely with the community to launch the project. We created a Nature Society which continues development efforts, and has around 400 community and League members. The League has now turned the project over to the Society and Buncombe County although it maintains a presence through the Society and has an appointment to the Board.

***Community Response to Project***

The community has been very supportive since 1976, not only with dollar donations, but also in attendance. The Center opened with a dramatic face-lift attracting 100,000 visitors. It was like a new baby capturing the love and imagination of the public. Today the Center has grown into its gawky adolescent stage, and although the newness has worn off, approximately 70,000 people visit it annually.

**AMP Form**

**Committee:**

The Western North Carolina Nature Center Project
Admimistrative Year 1981-1982

**Goals:**

1. To provide quality environmental education for the community.
2. To insure that the quality of the Center is maintained and that it continues to thrive.

**Objectives:**

1. To maintain the quality of the Center in the direction established by the League.
2. To continue the capital funding efforts.
3. To increase the membership of the Nature Society.
4. To ensure that the animals at the Center are treated humanely.

**Plan of Action:**

**General Concept:**

1. Via the Nature Society and individual community placements policies are reviewed.
2. In the fall some 90-100 League members work intensively for the *Hey Day* fund raiser.
3. Recruitment efforts are made by volunteers to increase the Society membership such as public information, letters, personal contacts.
4. The volunteers help with docent tours, exhibits, publications, and many other diverse activities depending upon the present focus of the Center.

**Allocation of Resources:**

| Manpower | Materials | Money |
|---|---|---|
| 15-25 volunteers have community placements at the Center<br>As many as 100 participate for major fund raisers | None—the materials are provided now by the Center | None—however, in 1977 the League donated $25,000 and in 1979 $10,000. It also raised $250,000 between 1976 and 1980. |

| Time Framework | Authority | Alternate Plan |
|---|---|---|
| Depends upon the various projects: 2-4 hours per week<br>exhibits—3-4 weeks of intensive time<br>publications—4 hours per week<br>membership—4 hours per week<br>fund raiser—3-4 weeks of intensive time<br>spring and summer require more hours than fall and winter | Center volunteer coordinator | With decreasing availability of manpower we are designing more self-guided tours, informational tapes, and interpretive graphics |

**Controls:**

The Nature Society Board and Nature Center volunteer coordinator now are responsible for the controls of individual community placements.

**Appraisal/Evaluation:**

The number of new members in the Nature Society, the level of volunteer community placements, the perceived community support vis-a-vis usage and the expressed support of the County are measures of evaluation.

**Recommendations:**

Be careful about would-be experts who advise you about building and maintaining a Nature Center. Screen applicants well, not only for their academic training but also their practical experience.

The more diverse the volunteer force is, the better. It is wise to turn over the leadership to the community as soon as the Center is stable. Broader community involvement is critical for success.

***Name of Junior League***

Junior League of Detroit, Inc

***Address of Junior League***

32 Lake Shore Road
Grosse Point Farms, Michigan 48236

***Name and Address of Co-ordinator of Handbook of Humane Education Projects***

Mrs. Paul E. Andrepoint Jr. (Eileen)
260 Fisher Road
Grosse Point Farms, Michigan 48236

***Humane Education Project Title***

Belle Isle Urban Nature Center
Sensory Trail

***Brief Description of Project***

In March 1981 the City of Detroit and the Junior League of Detroit entered into an agreement to construct, at the Belle Isle Nature Center, a Sensory Trail designed with problems of handicapped people in mind. The JLD volunteers along with the Nature Center's supervisor researched the Trail. The plans call for a 1000 foot long trail with rest stops along the way. The 14 stations include odoriferous herbs indigenous to Michigan, five tactile panels of animals commonly found in the area, a burled Maple tree and a bone yard. Each station is designed to stimulate one or more of the five senses.

It is JLD's hope that not only disabled persons, but all people who stop in at the Nature Center (140,000 annually) will be interested in and attracted to this new concept of educational recreation. The Sensory Trail will officially open to the public on June 3, 1982. The Junior League of Detroit has donated $10,000 to the project.

***Explanation of how to set up and implement project***

The Nature Center's supervisor has proven invaluable to the creation of the Trail as has the full cooperation and support of the City. Problems of the handicapped were reviewed to accommodate those with physical impairments. The Nature Center's supervisor's knowledge of nature was invaluable. Oddities of nature, such as a tree struck by lightening already present at the Nature Center were also incorporated into the trail. The rubber molds (created by the Nature Center supervisor) from which the tactile animal panels were made, can be purchased from the city of Detroit. Upon completion of the trail, groups will be requested to make reservations so a naturalist will be available to act as a tour guide.

***Community Response to Project***

People have "tried" the Trail during its construction. Various handicapped groups were consulted for their input (Easter Seals, The Greater Detroit Society For The Blind, etc.) These organizations have been most cooperative and enthusiastic about the approach and design of the Trail.

A brochure and self-guide information is being designed by The Belle Isle Urban Nature Center supervisor and will be printed by the City. JLD has compiled a list of 350 handicapped agencies and schools in the area that will receive a letter introducing the Trail and asking them to visit the Nature Center.

**AMP Form**

**Committee:** The Belle Isle Committee
Administrative Years 1980-1981
1981-1982

**Goal:** To develop a community focus for all League committee activities.

**Objectives:**

1. To complete development of the Sensory Trail.
2. To educate the public and promote use of the Trail which will have primary emphasis for the disabled.
3. To monitor funds and construction of the Trail.

**Plan of Action:**

**General Concept:**

1. Phases One, Two, and Three of the project have been fully researched and designed by JLD volunteers in conjunction with the Nature Center staff. The Nature Center staff will complete Phase Three (the actual construction of the Trail.) JLD will provide funding for materials and labor.
2. JLD volunteers will be responsible for writing the educational packet and distributing it to senior citizens, the physically disabled, the culturally deprived and other interested groups.
3. The volunteers will also be responsible for an active public relations campaign.

**Allocation of Resources:**

| Manpower | Materials | Money |
|---|---|---|
| Phases I and II—Research by JLD volunteers and Nature Center staff | | |
| Nature Center volunteers and staff | None | None |
| Phase III—Actual construction of Sensory Trail | | |
| Nature Center Supervisor and carpenter | Wood, plastic, taxidermy materials, etc. Anything other than materials for 14 stations was paid for by City | $10,000 League donation paid directly to supplier by JLD treasurer |
| Nature Center Supervisor's Assistant | Taxidermy work | JLD |
| Education material<br>1. New brochure—Nature Center Supervisor and 1 JLD volunteer | None | City |
| 2. Self-guide materials—Nature Center Supervisor | None | City |
| 3. List of Agencies in area that might be interested in Trail—2 JLD volunteers | Research | None |
| 4. Letter of Introduction to be sent to 350 agencies—1 JLD volunteer and committee | None | Printing and mailing |
| 5. Invitation—Committee and 1 volunteer | None | Printing and mailing |
| Public Relations campaign and official opening City and JLD | Press Kit Opening | City<br>JLD |

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| Time Framework | Authority | Alternate Plan |
|---|---|---|
| Phases I and II<br>2 years | None | None |
| Phase III<br>March 1981 June 1982 | City of Detroit and JLD | None |
| Brochure<br>3 months for design–printing | City and JLD | None |
| Self-guide materials<br>3 months for design–printing | City | None |
| List of Agencies<br>Summer 1981 | JLD | None |
| Letter of Introduction<br>3 months before opening | JLD | None |
| Invitation<br>3 months before opening | JLD | |
| Public Relations<br>where needed | City | None |
| Opening<br>June 3, 1982 | City and JLD | None |

**Controls:**

1. JLD attorney will approve a Letter of Agreement with the City of Detroit. This letter will be signed by the President of JLD and the Director of Parks and Recreation for the City of Detroit. A Letter of Agreement was also signed by the Nature Center's assistant who was commissioned by JLD and paid as an independent contractor because of her ability to do taxidermy work.
2. To begin the project February 1981 with completion planned for June 1982.
3. The JLD treasurer will make the approved funds available as the project progresses (bills for materials needed were submitted to the JLD treasurer and money was paid directly to the supplier rather than through the city books.)
4. As far as the actual construction of the 14 stations is concerned, we relied primarily on the expertise and judgment of Tom Molenyeaux, the Nature Center supervisor, and his assistant and our good working relationship with him and the city. Mutual trust is playing a large part in the actual construction of the trail.

**Appraisal/Evaluation:**

A great deal of the success of the Trail was due to the Nature Center's Supervisor's awareness and experience in dealing with handicapped individuals, the expertise and judgment of his assistant and their good working relationship with the City of Detroit. Mutual trust between all parties has played a large part in the success of the actual construction of the Trail.

**Recommendations:**

The actual planning of the trail had been just that—planning—until the Belle Isle Committee offered to approach the JLD for funding. Once money was allocated by the League for this project (coincidentally enough, during the International Year of the Disabled) the actual construction took about 18 months. Once the trail is open, groups will be requested to make reservations so a naturalist will be available to act as a trail guide. If a guide is not available, sufficient information will be sent to the group leader so he or she can lead the group. The brochure and self-guide information is being designed by the Center supervisor and printed by the City.

***Community Response***

Recreation Department
Water Board Building
735 Randolph Street
Detroit, Michigan 48226
(313) 224-1100

Coleman A. Young, Mayor
City of Detroit

August 6, 1981

Ms. Eileen Andrepont, Chairman
Belle Isle Sensory Trail Committee
Junior League of Detroit
33 Lake Shore Road
Grosse Pointe, Michigan 48236

Dear Eileen:

Received the up-to-date information on the Junior League of Detroit Sensory Trail Project on Belle Isle. Thank you.

I am really pleased and happy to see this project moving along to fruition. This is a necessary addition to our program and one that will be deeply appreciated by the users.

I would again like to express my sincere thanks and appreciation to the Junior League of Detroit for their past work with us at the Nature Center and their continued efforts and hard work in helping us provide quality nature programs for the local citizenary.

Good luck on all of your future projects.

Very truly yours,

Leslie L. Roth, Superintendent
Forestry & Landscape Division

lmdavis
cc: Thomas Molyneaux

***Name of Junior League***

Junior League of Indianapolis, Inc.

***Address of Junior League***

Schnull-Rauh House
3050 North Meridian Street
Indianapolis, Indiana 46208

***Name and Address of Co-ordinator of Handbook of Humane Education Projects***

Mrs. William Gardiner (Joan)
28 West 62nd Street
Indianapolis, Indiana 46260

***Humane Education Project Title***

Eagle Creek Nature Center Project

***Brief Description of Project***

For the past 10 years the Junior League of Indianapolis has been involved with the Eagle Creek Nature Center. The Center is a 4,600 acre park which opened in May 1973.

The goal of the Eagle Creek Project is to provide an opportunity for the people of Indiana to learn about nature and ecology. The Junior League's involvement with this project has been to provide trained volunteers and financial support to meet the needs of the Nature Center. To date the Junior League has contributed more than $15,000 and nearly 200 trained volunteers. Volunteers now serve over 10,000 people a year on the trails and in classrooms.

In March 1978, the Nature Center Volunteer Corps was established. The Corps consists of Junior League and community volunteers operating with its own by-laws under the management of the Nature Center director. This year's major emphasis was to enlarge our community volunteer base and to encourage community volunteers to assume leadership roles and management roles within the Corps. This was very successful. We had a record turn out of approximately 60 community volunteers in the spring training session. We also have an all community Volunteer Corps executive committee slated for next year.

In 1980 the Eagle Creek Park Foundation Board was established as a non-profit tax exempt organization. Our fund raising operates through this Foundation Board.

The 1979 League Evaluating Committee recommended that this Junior League project terminate its formal relationship with the Nature Center at the end of the working year 1981-82. With this in mind it is extremely gratifying to see the Corps function so well with only a few words of advice, less than a third of the volunteers coming from the League, and our monetary support.

***Explanation of how to set up and implement project***

We recognized a need in our community and over the past 10 years have tried to meet that need.

We have worked closely with the Nature Center Director, who is full time paid staff. For the past 4 years we have been a part of the Nature Center Volunteer Corps, and have had a League representative, the Chairman, on the Nature Center Advisory Board, one on the Eagle Creek Park Foundation Board, and two on the Eagle Creek Citizens Advisory Board.

***Community Response to Project***

The community response has been most gratifying. Many community volunteers have joined the Volunteer Corps. Thousands of children have been given the opportunity to experience the out-of-doors. We had so many tour requests last Fall that we often had two shifts of volunteers working each day. The community has responded by contributing $8,000 to the fund drive between January and March.

**AMP Form**

**Committee:**

Eagle Creek Nature Center Project
Administrative Year 1981-1982

**Goals:**

A. To provide the Eagle Creek Nature Center with volunteers and financial support, thus strengthening the education program and the Volunteer Corps for the betterment of Eagle Creek Park and the people it serves.

B. To develop a viable Volunteer Corps that can function on its own when the Junior League withdraws its support in May 1982.

**Objectives:**

A. 1. Continue training new and returning volunteers as naturalist guides by the end of September (for the Fall tours) and by the end of March (for the Spring tours).
2. To train new and returning volunteers to visit the schools with the Outreach Program.
3. To actively recruit community volunteers throughout 1981-1982.
4. To assist a Nature Center Task Force on funding by having a working plan by November 1981.

B. 1. To firmly establish the functions of the Volunteer Corps to insure its continuation by increasing the responsibility of all Volunteer Corps members within the project.
2. To transfer the leadership of the Volunteer Corps to its President, with the Junior League Chairman assuming the role of an advisor and supporter to the Volunteer Corps and its officers starting in September 1981.

**Plan of Action:**

**General Concepts:**

The following are the tasks performed to meet the 1981-1982 objectives.

A1. The Fall recruitment program went very well. Our advertising was directed through the printed media as we have learned this has been our best source of volunteers. We had about 10 new volunteers complete the training sessions and give tours in the Fall and 15 new volunteers in the Spring. These new volunteers seemed to catch the spirit of the Nature Center and have been very helpful with our fund-raising program in addition to school tours. We have 6 Junior League volunteers—and approximately 60 community volunteers.

A2. The Outreach Program was expanded from 1 to 2 days so the volunteers could become more familiar with the animals.

A3. The community members of the Volunteer Corps have been very supportive of our project.

A4. The Nature Center Task Force was charged with raising $25,000 in order to keep the Nature Center fully operational for the 1982 year. It is composed of volunteers, community supporters and Nature Center staff. We have a "Stake-A-Claim" for the Nature Center program that is underway. This project has taken much more time than anyone anticipated. Next year it will be *much* easier to do. Volunteers have spent hours typing and organizing a mailing list. A Phone-a-thon is being organized for the very near future. As of the end of March over $8,000 has been raised. The Nature Center is now charging 25¢ admission and we are asking the schools for a contribution when an Outreach Program is given.

B1. All Volunteer Corps members who were able have had the opportunity to work in all areas of the project, all tours, Outreach, and fund raising. This has kept them active throughout the year. Most of the Corps members are committed to the project, as shown by two girls bringing their neighbors to the Nature Center to help with the fund drive.

B2. The League Committee Chairman has been meeting regularly with the Volunteer Corps President and its officers.

**Allocation of Resources:**

| Manpower | Materials | Money |
|---|---|---|
| League volunteers—8<br>community volunteers—<br>50-60 | Supplied by the Nature Center | $15,000 from FY 1973-1981<br>$1,250 FY 1981-1982 |

| Time Framework | Authority | Alternate Plan |
|---|---|---|
| Training sessions—Fall and Spring<br>Placement—generally September-May | Volunteer Corps President, Nature Center Director, League Chairman | |

**Controls:**

Communication has been continual between the League Committee and the Volunteer Corps. The Committee Chairman has been turning the controls of the volunteers over to the Volunteer Corps this year. The League Committee has met separately from the Volunteer Corps twice.

**Appraisal/Evaluation:**

We have a mid-year (in January) and a year end (in May) appraisal process. The League volunteers met at the end of the Fall training session and the Spring session to evaluate.

**Recommendations:**

The Nature Center Advisory Board should be active in the financial affairs of the Center particularly. In preparation for a continued loss in federal funding an endowment should be created so that all fund raising efforts do not go for daily operations.

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***Name of Junior League***

Junior League of New Orleans, Inc.

***Address of Junior League***

4319 Carondelet Street
New Orleans, Louisiana 70115

***Name and Address of Co-ordinator of Handbook of Humane Education Projects***

Mrs. Philip F. Maher (Katherine)
4520 Elmwood Parkway
Metairie, Louisiana 70003

***Humane Education Project Title***

Louisiana Nature Center Project

***Brief Description of Project***

The Louisiana Nature Center is not just another League project but a major community undertaking. In 1972, the Junior League of New Orleans decided to provide some seed money for the creation of a nature center and in 1975 made a commitment of $65,000 to be paid over a three year period: $5,000 for a director search, $60,000 for the director's salary for three years. In 1976, the director was hired. In 1977, the League designated two official members to the Louisiana Nature Center Board, although several Board members were already sustaining League members.

An 86 acre woodland site was selected in Joe Brown Memorial Park, leased from the City of New Orleans rent-free for 25 years. Office space was donated by the Ingram Corporation. The League worked in partnership with the city, state, and federal governments; with private corporations and foundations; with interested community leaders and by June 1979 had raised $1,301,718 for the Center. The League then made a second commitment of $45,000 to be paid over a 3 year period: $20,000 in FY 1979-1980; $15,000 in 1980-1981; and $10,000 in 1981-1982. After that date the League will have completed its commitments to the Nature Center.

The Nature Center opened in 1980. The purpose of the Center is to demonstrate man's role as a component of nature. To fulfill this purpose, the Nature Center provides exhibits and programs which encourage its visitors to become actively involved with nature—to see, smell, touch, and hear the many components of Louisiana's natural environment. It is a center for natural science education, operating in the recreational setting of an urban park. We intend that the Nature Center's work will: 1) foster appreciation and knowledge of living things 2) awaken public interest in resource conservation by stressing the vital relationships among soil, water, air, plants, wildlife, and people 3) enable visitors to quickly gain knowledge that otherwise might require weeks of effort 4) stimulate interest and research in natural science, resource conservation, and outdoor education.

The Nature Center serves: a) students: from March 1980, through November 1980, the Nature Center served nearly 12,000 young people. Many of these students' previous experiences of nature extended no further than the pigeons on city sidewalks b) Metropolitan New Orleans residents: during our initial nine months of operation, 17,033 people from the six-parish metropolitan area visited the Louisiana Nature Center. They ranged from the very young to the elderly; most came in family groups c) Louisiana residents: through December 1980, we served a total of 18,430 Louisiana residents. Our service to all of Louisiana will grow with the development of traveling exhibits for display at locations around the state d) Tourists: after eight months, we had attracted visitors from 41 states and 19 foreign countries. For tourists the Nature Center provides a much-needed family attraction, and a convenient, economical opportunity to learn about Louisiana's unique coastal environment.

The Center offers a wide variety of creative educational programs including an urban gardening program tailored to inner-city youth; canoeing and backpacking outings for study of birds, reptiles, and plants; exhibits about how mosquitoes breed, why they bite and how they spread diseases; the life cycle of blue crabs and their importance to Louisiana; the Mississippi Delta and Wetlands exhibits; and a "succession plot"—(four adjacent small squares of ground that have been mowed, plowed, and diked in 1980. For four years successive squares will be mowed and tilled. After four years, the four squares will show from one to four years' growth. The differences in species among the four will illustrate the same process of plant succession that is taking place in the adjacent forest and in other ecosystems.)

The Center has three trails, a thriving beehive, a "hands-on" Discovery Loft, provides programs outside the Center including urban nature walks in the old French quarter.

***Explanation of how to set up and implement project***

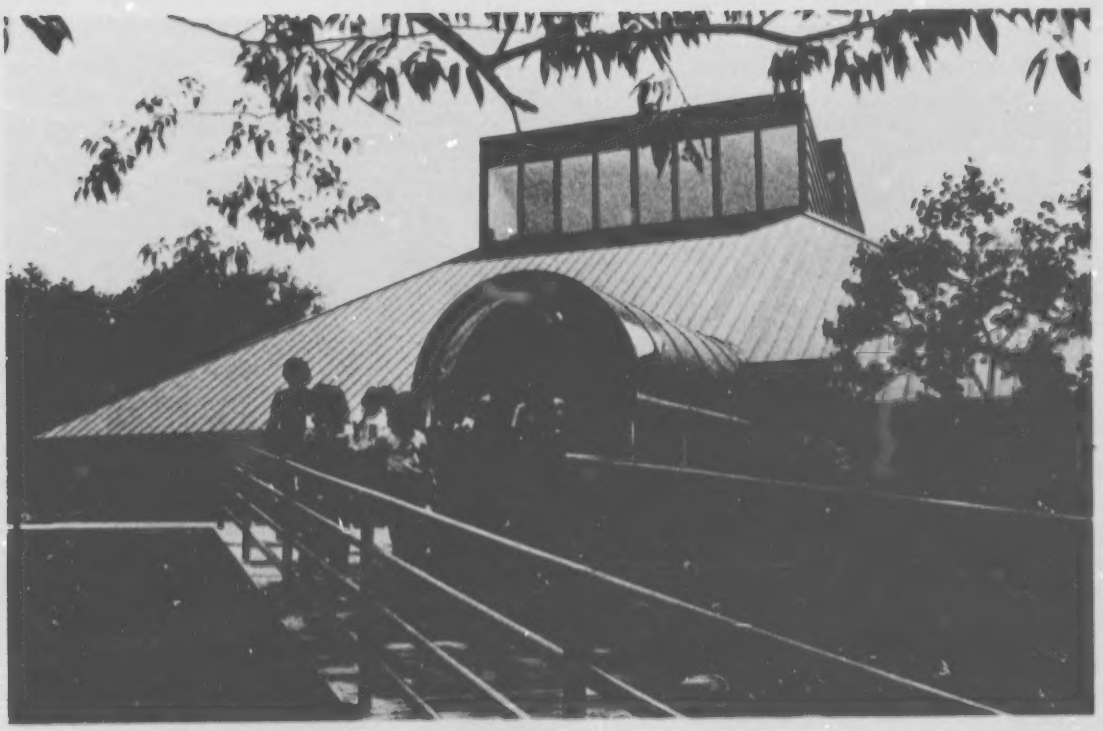
In 1972 the Community Research Committee of the Junior League of New Orleans discovered the need for a natural science education facility in the metropolitan area that would stimulate an awareness and understanding of man's total environment, with emphasis on the Mississippi River and the Louisiana coastal zone and accompanying wetlands. The Junior League acted as a catalyst in organizing a broad based community group which investigated all aspects of establishing such a center. In December 1974, the group became incorporated under the name of the Louisiana Nature Center, Inc. The New Orleans League voted to support the Center financially with $65,000 for the director search and salary over a three-year period, to have two Nature Center Board representatives and 10 more volunteers.

By March, 1980, we had leased an 86-acre woodland site from the City of New Orleans, and secured nearly $1.6 million in gifts and grants with which we built, outfitted, and staffed the Interpretive Center. Even before this building had been completed, our staff and volunteers had begun leading school nature walks on the Nature Center grounds.

Our award-winning Interpretive Center opened to the public on March 23, 1980. Since the first rush of that Grand Opening weekend, we have served, to date, an estimated 50,000 people through our exhibits, trails, lectures, classes, and field trips.

***Community Response to Project***

The numbers of children, students, adults, and tourists that visit the Center annually indicate how successful this monumental project has been for the public. See "Brief Description of Project." In terms of funding, the Center has secured nearly two million dollars from private corporate, federal, state, and city grants. Such donations from diverse sources show high appreciation for the Center. See the attached letters of support from the Governor of Louisiana, the Mayor of New Orleans, the Representative to the U.S. Congress, the Superintendent of the New Orleans Public Schools, the Ingram Corporation, Shell Oil Company, the Tourist and Convention Commission, and the various educators for a flavor of the community response to this project and its overwhelming success.



**AMP Form**

**Committee:** Louisiana Nature Center Committee
Administrative Year 1981-1982

**Goal:** To help Lousianians appreciate and understand the beauty and value of our state's natural environment.

**Objectives:**

1. To provide exhibits and programs which demonstrate man's role as a component of nature, and which encourage visitors to explore and enjoy our natural world.
2. To stimulate public interest in resource conservation.

**Plan of Action:**

**General Concepts:**

1. To build an exhibits building.
2. To set up exhibits and programs.
3. To train volunteers.
4. To reach out to the schools and the community.

**Allocation of Resources:**

| Manpower | Materials | Money |
|---|---|---|
| Volunteers—8-12 from the League and approximately 124 from the community, staff | Materials are provided by the Center | $10,000 FY 1981-1982<br>Total: $110,000 FY 1975-1982 |
| **Time Framework** | **Authority** | **Alternate Plan** |
| Training—two periods of 12 hours each, one in September and one in February<br><br>Placement—flexible 3 hours per week September—May | Louisiana Nature Center Volunteer Coordinator | Working women can have home placements doing news articles, PSAs, newsletters, etc. |

**Controls:** The Nature Center Volunteer Coordinator reports the volunteer activities directly to the League Placement Chairman. Volunteers punch time cards as well.

**Appraisal/Evaluation:** The League has been an invaluable advocate for the Center as well as a strong and organized support both in terms of money and manpower. Many sustainers are active on the Center Board and have become effective lobbyists on the city, state, and federal levels. In the past decade a dream has been realized due to hard volunteer work, good fiscal management, and organized manpower.

**Recommendations:** Our Executive Director, Dr. Robert A. Thomas, illustrates the Nature Center's importance best with a personal experience:

> Eighteen teenagers from the Youth Conservation Corps worked in our woodland area to lay out the original perimeter trail for our eventual nature trail system. Each one was a student in the Orleans Parish Public School System. Of the total group, only one had ever before been in the woods in his entire life.

If these teenagers are at all representative of urban youth, then many young people are growing up with little experience—much less appreciation—of nature. As Louisiana grows into the 21st century, its citizens will be repeatedly called upon, in business and in government, to make decisions affecting Louisiana's natural environment—its bayous and marshes, its oil and gas, its seafood, mammals, birds, and plants. How will the young people of our state make these decisions if they have no knowledge or appreciation of nature and man's role in nature? The work of the Louisiana Nature Center will go far toward meeting this need for knowledge.

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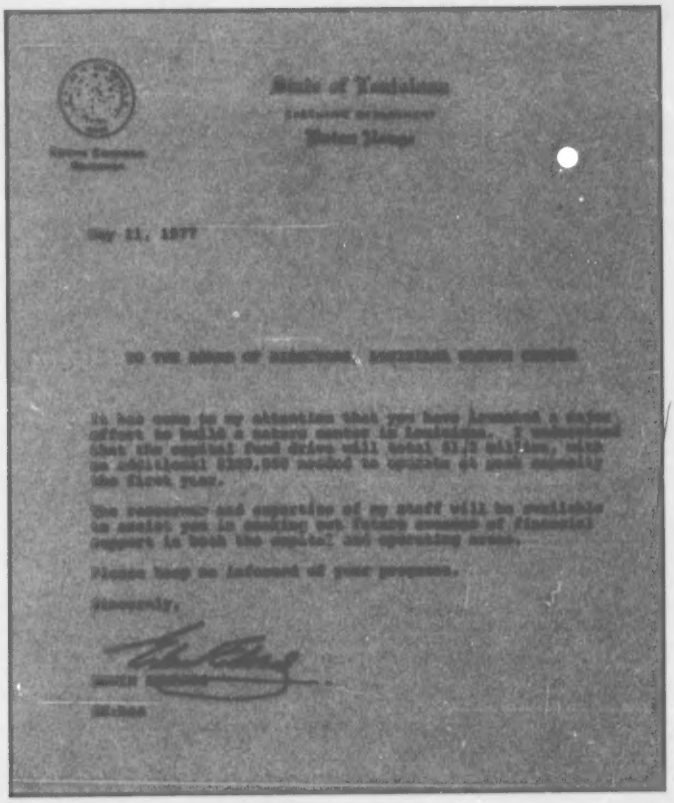
***Community Response***



State of Louisiana

Governor's Mansion

Baton Rouge

May 11, 1977

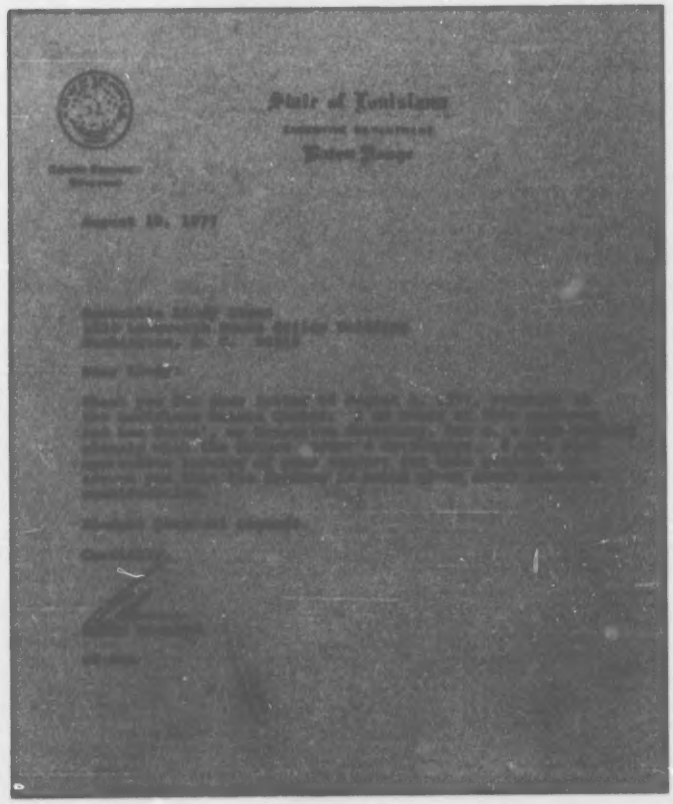
TO THE BOARD OF DIRECTORS, LOUISIANA NATURE CENTER

It has come to my attention that you have instituted a drive/effort to build a nature center in Louisiana. I understand that the capital fund drive will total $1.2 million, with an additional $200,000 needed to operate at peak capacity the first year.

The resources and expertise of my staff will be available to assist you in seeking out future sources of financial support in both the capital and operating areas.

Please keep me informed of your progress.

Sincerely,



State of Louisiana

Governor's Mansion

Baton Rouge

August 10, 1977

Congress of the United States
House of Representatives
Washington, D.C. 20515

August 10, 1977

Mrs. Bruce M. Rafferty
Louisiana Nature Center, Inc.
4128 New Shell Square
New Orleans, Louisiana 70129

Dear Bruce:

I have just received your very kind letter, and I'd like to return your gesture by providing you with the enclosed copy of the letter I have received from Governor Edwards regarding C.E.T.A. funding for your theatre.

I am also pleased to advise that F.E.A. has awarded $621,000 for the building of the exhibition center.

It appears that the Nature Center is well on its way, and I have been pleased to have been of some small assistance in this regard.

My kindest regards and best wishes.

Sincerely,

Lindy (Mrs. Hale) Boggs, M.C.

LB:mls

*Community Response*

SHELL OIL COMPANY

One Shell Square
P O Box 60121
New Orleans, Louisiana 70160

May 23, 1977

Mrs. Nigel Rafferty
President
Louisiana Nature Center, Inc.
4100 One Shell Square
New Orleans, Louisiana 70139

Dear Mrs. Rafferty:

We in Shell Oil Company subscribe to the need in New Orleans of a science center such as the Louisiana Nature Center. Particularly important will be the Center's role as an adjunct to the science curriculum of the schools in educating the youth in the natural sciences.

We believe that the goals of the Louisiana Nature Center will meet the guidelines of the Shell Companies Foundation, and in the fall we will recommend that the Foundation include a contribution to the Nature Center in the 1978 budget.

I commend you for your programs presently underway for area school children and for your efforts to make the Louisiana Nature Center a reality. I am pleased to serve as a member of your Board of Trustees and look forward to working with you in the future.

Sincerely,

T. K. Stewart
Public Relations Manager
Southeast

INGRAM CORPORATION

One Shell Square New Orleans, Louisiana 70139

July 20, 1977

Louisiana Nature Center, Inc.
4100 One Shell Square
New Orleans, Louisiana 70139

Gentlemen:

We wish to assure you that Ingram Corporation has been very pleased to have provided support and assistance for your Bartholdia endeavors over the last two years. As you know, we have provided the Center with an office, secretarial service, telephone service, and stationery and supplies with no compensation requested. We have been quite satisfied with our "investment" as we believed that you would please for the construction and operation of a truly unique Centrepole addition to the city of New Orleans and the state of Louisiana.

On behalf of Ingram Corporation I wish to advise you that we plan to continue our support. We wish you the very best of success in your work.

Sincerely,

E. W. Donelson
Vice President - Administration

EWD:to

*Community Response*

NEW ORLEANS PUBLIC SCHOOLS

March 1, 1977

Mr. Gary Shadle
Executive Director
La. Nature Center, Inc.
4100 One Shell Square
New Orleans, La. 70139

Dear Mr. Shadle:

I am pleased to endorse the concept of the Louisiana Nature Center as a significant new educational resource for students, teachers and the entire community.

For the first time New Orleans will have a permanent facility and on-going instructional and professional in-service programs related entirely to the environment of the Mississippi Delta and the Louisiana Coastal Zone. Both our students and our professional staff will be encouraged to participate in these programs and to invite their families, neighbors and friends to visit also.

The administrative staff stands ready to support you in your efforts to promote understanding, enjoyment and appreciation of the regional environment and to cooperate with you in structuring important educational experiences in the natural sciences.

Sincerely,

Gene Geisert
Superintendent

Greater NEW ORLEANS Tourist & Convention Commission

334 Royal Street • New Orleans, Louisiana 70130 • AC 504, 525-5771

December 18, 1979

Ms. Pat Mason
Development Coordinator
Louisiana Nature Center, Inc.
4100 One Shell Square
New Orleans, Louisiana 70139

Ms. Mason . . .

The Louisiana Nature Center is a new and exciting facility for our city, a definite asset to the entire community.

As a tourist attraction, it will provide a family-oriented activity that is needed now in the package of attractions which we can offer our visitors.

Please be assured, Ms. Mason, that the Greater New Orleans Tourist & Convention Commission stands ready to assist the Louisiana Nature Center in the planning of programs designed to appeal to our city's visitors.

Cordially,

Jack W. Kiefner
Director
Public Relations & Advertising

NEW ORLEANS—AMERICA'S FABULOUS HOST CITY

***Community Response***

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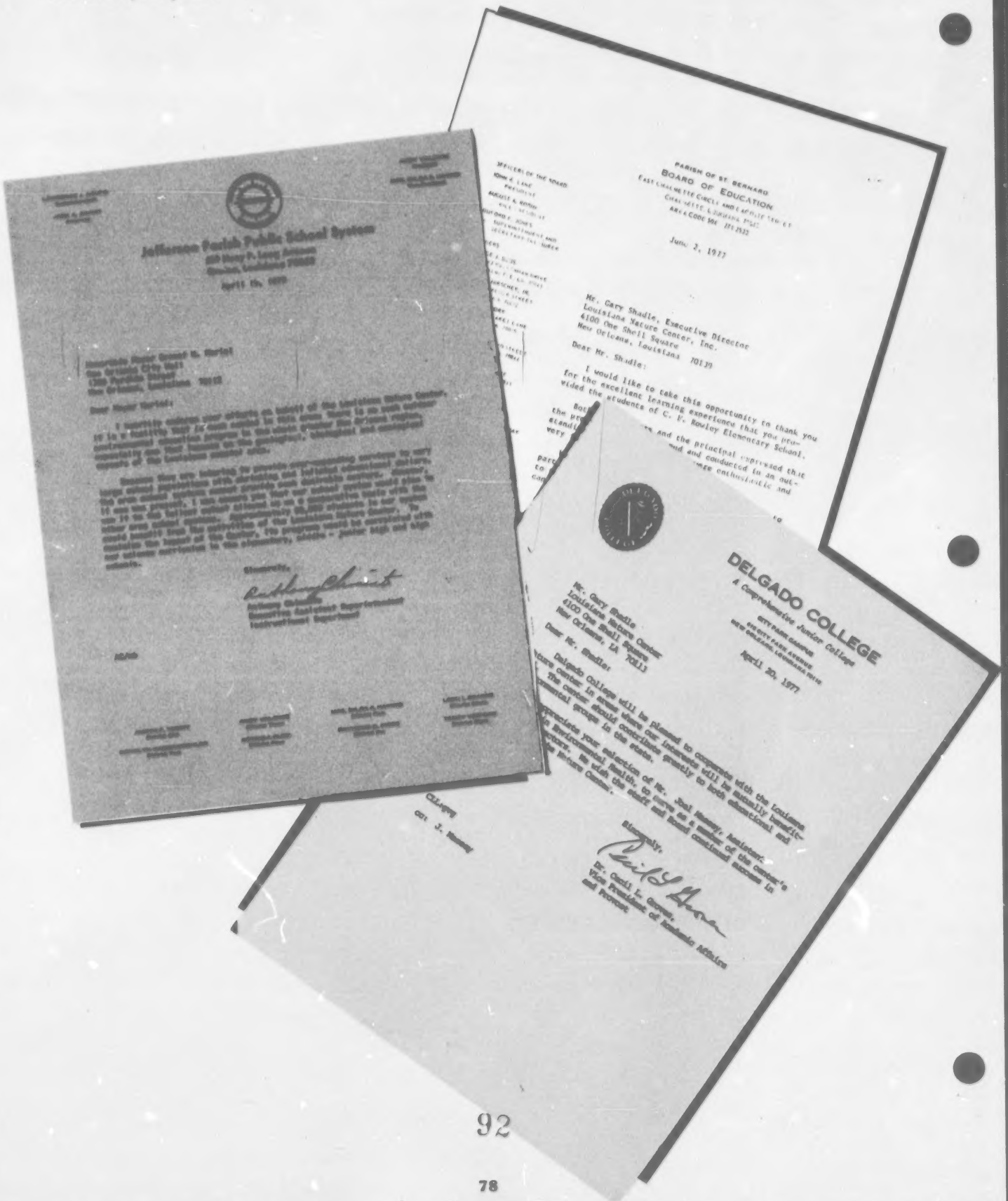
*Community Response*



Jefferson Parish Public School System

April 15, 1977

PARISH OF ST. BERNARD
BOARD OF EDUCATION

June 2, 1977

Mr. Gary Shadle, Executive Director
Louisiana Nature Center, Inc.
4100 One Shell Square
New Orleans, Louisiana 70139

Dear Mr. Shadle:

DELGADO COLLEGE
A Comprehensive Junior College

April 20, 1977

Mr. Gary Shadle
Louisiana Nature Center
4100 One Shell Square
New Orleans, LA 70139

Dear Mr. Shadle:

Sincerely,

Emil J. Genre,
Vice President of Academic Affairs
and Provost

| | |
|---|---|
| ***Name of Junior League*** | Junior League of Spartanburg, Inc. |
| ***Address of Junior League*** | P.O. Box 18142<br>Spartanburg, South Carolina 29318 |
| ***Name and Address of Co-ordinator of Handbook of Humane Education Projects*** | Mrs. Ernest Camp III (Betty)<br>1113 Woodburn Road<br>Spartanburg, South Carolina 29302 |
| ***Humane Education Project Title*** | Nature Preserve (River Birch Trail) |
| ***Brief Description of Project*** | Our nature preserve was developed with two primary goals. One, to be a portion of a planned Greenway System around Spartanburg and second, to enrich the study of nature by developing an interpretive outdoor educational area. Five acres of forest and flood plain near a high school were obtained. Through this area are 3,000 linear feet of trail, part being asphalt and part sawdust and gravel. Signs labeling prominent specimens of plants were constructed and it is hoped that by the fall of 1982 we will have an educational program with tour guides for various groups and ages. |
| ***Explanation of how to set up and implement project*** | The project began by first obtaining the property from one of the school districts. Because the League did not want legal liability for this property, which would be like a public park, the City Council leased it for the League and they also agreed to maintain and secure the preserve after the League finished the construction of the paths which cost $12,000. This project became a collaboration of the City, League, and schools. Trails were designed and are being constructed by a local contractor. Special attention was given to the requirements of the handicapped and special entrances were designed to deter motorbikes and the like.<br><br>Once construction is completed, we plan to educate the public about our preserve by going to civic organizations, schools, etc. with a slide program. In the fall of 1982 we plan to conduct guided tours in the mornings and afternoons. This will provide quality placement for League members. |
| ***Community Response to Project*** | The most positive response from the community has been the support from the City Council. Another positive response was shown by the school system through its donation of the property. Articles commending the project have appeared in the local newspaper. |

**AMP Form**

**Committee:** Nature Preserve—River Birch Trail
Administrative Year 1981-1982

**Goals:**

1. To enhance the study of biological phenomena in an outdoor classroom.
2. To preserve our open spaces for public use in Spartanburg.

**Objectives:**

1. To provide uniquely intimate experiences with nature.
2. To construct a trail by the Spring of 1982.

**Plan of Action:**

**General Concepts:**

1. Prepare and design trails.
2. Inform public and schools of the area.
3. Educate the tour guides.
4. Develop a brochure.
5. Schedule tours.
6. Evaluate the program.

**Allocation of Resources:**

| Manpower | Materials | Money |
|---|---|---|
| 1. Scheduler | Phone-mate | $100.00 |
| 2. Garden club co-ordinator | Background information | None |
| 3. Civic program co-ordinator | Background information | Photographic materials |
| 4. Tour guides | None | None |

| Time Framework | Authority | Alternate Plan |
|---|---|---|
| 1. September-November 20; March-May | Tour guides, scheduler | Reschedule tours |
| 2. Summer 1982 | Biology professor | None |
| 3. September-May | Principals, teachers | Go to individual teachers known to be interested. |

**Controls:** Have volunteers submit list of activities regularly.

**Appraisal/Evaluation:** Tour guides evaluate programs. Teachers fill out evaluation forms and return to chairman.

**Recommendations:** Work closely with schools to determine how the preserve can better serve them.

***Name of Junior League***

Junior League of Wilmington, Inc.

***Address of Junior League***

1801 Market Street
Wilmington, Delaware 19802

***Name and Address of Co-ordinator of Handbook of Humane Education Projects***

Mrs. William H. Jeppe (Mary)
2518 Redstart Ct.
Brookmeade I
Wilmington, Delaware 19805

***Humane Education Project Title***

Discovery Room

***Brief Description of Project***

The Discovery Room is a "hands-on" type of museum. It is designed for pre-school and elementary school levels. The room will feature exhibits on plant life, animals, water, Indians, and geology.

The room will encourage children to explore, compare and examine the exhibits which are indigenous to the area.

The Junior League, in conjunction with the Delaware Nature Education Society, developed the room. The site is a bi-level loft area above the Nature Center's auditorium. While exploring the room children will be able to see for miles from the numerous windows that overlook the rolling hills and streams of Ashland.

***Explanation of how to set up and implement project***

The need for a nature oriented, sensory museum at the Ashland Nature Center was brought to the attention of the Junior League of Wilmington in June 1980. A letter of intent was written to the Director of the Ashland Nature Center to create the sensory museum in the loft area at the Center.

An architect was contacted and plans were submitted. The acceptance of the plans was made jointly by the Delaware Nature Education Society Director and the Junior League Committee and Chairman. The Committee then secured the construction plans and details to structurally complete the loft area.

The Committee Chairman had to establish the committees for the nature oriented project. The Funding Committee had to secure funding to cover the costs of the loft area, of preparing the exhibits and providing maintenance as needed for the nature sensory museum. The Committee Chairman then contacted the League to determine if the League would provide money until grants were available so that construction could begin. The grantsmanship committee obtained grants from various sources in Delaware totaling $24,500. The Junior League had donated $500 to be used on displays and exhibits in the room. The Delaware Arts Council donated $1,300 for art related exhibits and displays in the room.

The Research Committee began to meet in June 1980. The members met at the Nature Center to discuss with the staff of the Delaware Nature Education Society what areas needed researching and the possibility of visiting museums in the area. Things to be considered were: space availability for displays, materials needed, free materials available, research ideas in libraries, and contact museum personnnel for their ideas.

***Community Response to Project***

Although it is too early to judge the impact of the Discovery Room on the community, the financial support of the Delaware Arts Council and local foundations has indicated a serious interest in the project and a great deal of confidence in the Junior League of Wilmington.

**AMP Form Committee:**

Discovery Room Committee
Administrative Year 1981-1982

**Goal:**

To create a "hands-on" nature oriented, sensory museum in the loft area at the Ashland Nature Center, Ashland, Delaware, that would appeal to all children's senses.

**Objectives:**

1. To develop exhibits that are indigenous to the area.
2. To encourage children to examine and explore these exhibits.

**Plan of Action:**

**General Concepts:**

1. Meet with committee to develop plan of action.
2. Committee to divide up according to interests:
   A. Funding Committee—
      To secure funding to cover the costs of completing the room and preparing the exhibits by January 1, 1982.
      1. Contact grantsmanship committee for a liaison and have estimates for construction and materials for the completion of the loft.
   B. Research Committee—
      To create displays for the nature oriented, sensory museum at the Center by May 31, 1982.
      1. Have members visit museums in area with similar concepts. Meet with Nature Center personnel to discuss what to emphasize and what areas need researching.
   C. Special Planning Committee—
      To have the loft area at the Ashland Nature Center structurally completed to house the nature oriented, sensory museum by May 31, 1982.

**Allocation of Resources:**

| Manpower | Materials | Money |
|---|---|---|
| Funding committee | 1. Estimate costs for funding of construction and materials<br>b. Consult League listings for Delaware Foundations offering grants | None |
| Research committee | a. Research ideas in museums, libraries, etc.<br>b. Check for availability of free materials | Grants, League funds $500 |
| Special planning committee | a. Develop plans<br>b. Structurally complete area for nature oriented museum | Grants $24,000 |

| Time Framework | Authority | Alternate Plan |
|---|---|---|
| June 1980-May 31, 1982 initial planning to opening of room | Junior League Chairman, Nature Center Director | None |
| Upon opening—year round | Delaware Education Nature Society staff | Researching—under consideration for our arts task force |
| September 1982-May 1983 | League Chairman, Nature Center Chairman | To continue on exhibits for the purpose of rotating exhibits during the year |
| May 1983-? | League Chairman, Nature Center Chairman | Establish volunteer placement in room—this is under construction |

**Controls:** Because this Discovery Room is not completed as yet, there are no controls.

**Appraisal/Evaluation:** None yet developed.

**Recommendations:**

*An entire hemisphere is seeking ways to cope with the continual provision of essential services in a time of economic constraints and redefined national priorities. It is within this context that the Association and its member Leagues, in partnership with other voluntary organizations will discover and will begin to meet their greatest challenge—provision of those critical community services that government can no longer afford to offer or maintain. Voluntarism, the form of community service which requires widespread participatation at all levels of society, will be severly tested to capacity. And it can only exist in a society where individuals care about people.*

Margaret M. Graham
President, Association of Junior Leagues, Inc. 1980-1982
1980-1981 Association of Junior Leagues, Inc. *Annual Report*

| | |
|---|---|
| ***Name of Junior League*** | Junior League of Champaign-Urbana, Inc. |
| ***Address of Junior League*** | 512 W. Church<br>Champaign, Illinois 61820 |
| ***Name and Address of Co-ordinator of Handbook of Humane Education Projects*** | Mrs. Robert Todd (Diane)<br>1814 Augusta<br>Champaign, Illinois 61820 |
| ***Humane Education Project Title*** | Humane Education |
| ***Brief Description of Project*** | This committee works closely with the Champaign County Humane Society in helping them staff and organize their office, in helping them with their fund raisers, in helping them do public relations and Humane Education information campaigns and in helping them accomplish their goals. |
| ***Explanation of how to set up and implement project*** | Establish a task force made up of League and Humane Society volunteers. Research and identify Humane Society needs. Co-ordinate with local media (as explained in *Handbook* chapter on Public Information) and local school districts (as explained in chapter on Humane Education in Schools). Help them with their fund raisers and office organization. |
| ***Community Response to Project*** | See Humane Education in Schools chapter of *Handbook* written by Champaign-Urbana Junior League. |

**AMP Form**

**Committee:** Humane Education—Working With Humane Societies
Administrative Years 1981-1983

**Goal:** To help promote the goals of Champaign County Humane Society.

**Objective:** To provide trained volunteers for the local humane society, particularly in the fields of humane education in the schools and public information.

**Plan of Action:**

**General Concept:**

1. To help with educational projects in schools.
2. To help with fund raisers for the local humane society.
3. To create public relations contacts for the local humane society.
4. To help the local humane society organize and co-ordinate its office.

**Allocation of Resources:**

| | Manpower | Materials | Money |
|---|---|---|---|
| 1. | Chairman, plus 1 volunteer per school as liaison | Materials for school libraries, to loan teachers, to give to teachers | Our project began in 1979 with $250.00. The 1982-1983 budget is $1,975.00. The materials depend on the available money. |
| 2. | Fund raisers can use as many volunteers as want to participate | Depends on the type of fund raiser | Depends on the type of fund raiser |
| 3. | Volunteers interested in public relations | Photos, articles, or any news releases put out by national or local organizations | None |
| 4. | Volunteers interested in humane society office organization | None | None |

| | Time Framework | Authority | Alternate Plan |
|---|---|---|---|
| 1. | School year | Chairman, school administrators | Volunteers could be liaisons to more than one school, and work with scouts and youth organizations |
| 2. | Whenever fund raisers are needed or scheduled | Humane society fund raiser chairman | Raise donations and give materials |
| 3. | Year round and during special events | Humane society or League co-ordinator of public relations | |
| 4. | When needed, particularly with special mailings | Humane society office manager | |

**Controls:** The Junior League Humane Education Committee working with the local Humane Society is under the authority and control of the Humane Society Board of Directors.

**Appraisal/Evaluation:** Volunteer evaluation forms and Humane Society evaluation of Committee work

**Recommendations:** It is very important to work with the local humane society, and not separately from it. They need to know what the Junior League Humane Education Committee is doing and the Committee needs to know what the Humane Society is doing.

***Name of Junior League***

Junior League of Great Falls, Inc.

***Address of Junior League***

P.O. Box 2072
Great Falls, Montana 59403

***Name and Address of Co-ordinator of Handbook of Humane Education Projects***

Mrs. Jerry Schuster (Cindy)
1814 Beech Drive
Great Falls, Montana 59404

***Humane Education Project Title***

Humane Society of Cascade County

***Brief Description of Project***

Our project involves The Humane Society of Cascade County in a variety of ways. We have four League volunteers with placements in the following areas: Board representation and office help (1); volunteeers to research funding sources and heighten public awareness of the Humane Society (2); a volunteer to present educational programs for the Humane Society (1). The Junior League has given $750.00 to the Humane Society of Cascade County to be used for publicity purposes, which the two volunteers are co-ordinating as their placement.

***Explanation of how to set up and implement project***

The League volunteer presents humane education programs to classes (K-high school) in the Great Falls school system. The Humane Society of Cascade County has an excellent selection of audio-visual materials, which the volunteer uses. Handout sheets (crossword puzzles, coloring sheets, pamphlets) are also provided by the Humane Society. The Humane Society has a Board member responsible for educational matters. Each September she sends a listing of the audio-visual library to the superintendent of schools, along with a letter encouraging teachers to request programs. This is then included in the bulletin sent to all district teachers. The League volunteer's phone number and name are listed as the direct contact to schedule programs. In this manner the volunteer can schedule programs that are convenient for both the teacher and herself. The Humane Society Educational Director is in touch with the volunteer to offer help, suggestions, but primary responsibility for implementing programs and handling materials rests with the volunteer. (In our case, the volunteer keeps all the materials in her home, for easy access). The volunteer does not have to run projectors, etc.; teachers must handle that. In early September an orientation is given by the Humane Society Educational Director. The volunteer previews films, practices flannel board stories and puppetry. Much information is given to the volunteer regarding pet over-population, spay-neuter procedures, local animal ordinances, euthanasia, etc. The volunteer needs to be able to facilitate discussion in these areas, as well as in the area of responsible pet ownership. The volunteers also attend monthly Humane Society Board meetings to become informed about various aspects of humane work.

***Community Response to Project***

Response is mostly in the form of thank you letters from students and teachers. One Junior High class recently raised $78.00 for the Humane Society from bake sales, as a "thank-you." Various classes participate in *Be Kind to Animals Week* by making posters that we display at the public library.

**AMP Form**

**Committee:** Humane Society Committee
Administrative Year 1981-1982

**Goal:** To develop respect and a humane attitude towards all living things; because all life is sacred and interdependent.

**Objective:** To present educational programs geared to the age level of the class, dealing with all facets of responsible pet ownership.

**Plan of Action:**

**General Concept:**

1. League volunteer participates in orientation given by Humane Society Educational Director.
2. Volunteer schedules her own programs.
3. Volunteer assumes responsibility for care of audio-visual materials.
4. Volunteer informs Humane Society when additional hand out materials need to be printed or ordered.

**Allocation of Resources:**

| Manpower | Materials | Money |
|---|---|---|
| 1. Volunteers to present programs (1-2) | Personal phone number for teachers to call Educational materials provided by Humane Society | None—Audio Visual cost assumed by Humane Society |
| 2. Past program volunteers | Suggestions, background information | None |

| Time Framework | Authority | Alternate Plan |
|---|---|---|
| 1. Regular school calender—September through May | Humane Society Educational Director and Junior League Placement Advisor | Volunteer does programs in any school requesting one |
| 2. September orientation meeting | Humane Society Educational Director | Participate in orientation for new volunteer |

**Controls:** Volunteer gives report at Humane Society Board meetings. League Board representative is liaison to League.

**Appraisal/Evaluation:** Volunteers evaluate responses of classes and discuss with Educational Director. Educational Director keeps a card file with each program on a card. It is easy to appraise success by noting how many teachers request programs again.

**Recommendations:** Volunteers should attend Humane Society Board meetings.

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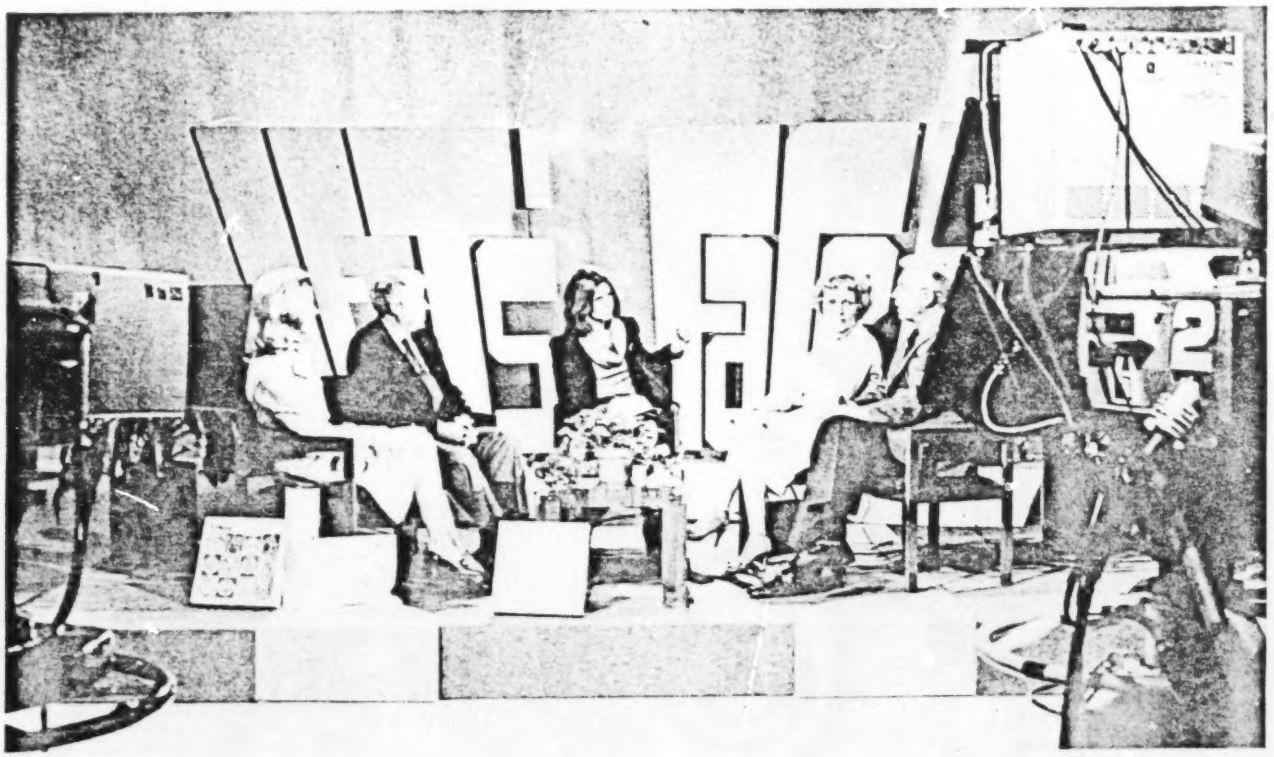

*As we assess our organizational public posture in a rapidly changing and highly competitive society, it is critical that we come to recognize that the public image we create in the long-run will be the accumulation of what we do and say in the short-run. ...initiate the long-run now, so that the contents of our time capsule will be not only a factual but a positive public reflection of the Junior League's profound contribution to the fiber of community and national life.*

Alice H. Weber
President, Association of Junior Leagues, Inc. 1978-1980
*Junior League Review*
Summer 1980

*Historically, nonprofit groups have been too conservative, or too naive, to apply the communications techniques of the profit-oriented world to their own operations. But the more sophisticated of the nonprofits...are coming to recognize that the way they communicate with their various publics and the way those publics perceive their purpose and activities has a direct bearing on their ability to attract new members, promote support for their programs, raise funds, and create a receptive constituency for their advocacy.*

Liz W. Quinlan
Editor
*Junior League Review*
Summer 1980

***Name of Junior League***

Junior League of Champaign-Urbana, Inc.

***Address of Junior League***

512 W. Church
Champaign, Illinois 61820

***Name and Address of Co-ordinator of Handbook of Humane Education Projects***

Mrs. Ronald Kiddoo (Sue)
8 Persimmon Circle
Urbana, Illinois 61801

***Humane Education Project Title***

Humane Education Public Education and Information

***Brief Description of Project***

Our committee works with local T.V. and radio stations on a regular basis creating PSAs and interview programs or talk shows on animal related issues and the humane ethic. Cable T.V. and public television provide slots for regular programs. We also do a weekly radio program with Parkland College and WPCD. We have 2 weekly columns in our local newspaper in order to inform the public about animal related issues, to educate the public on the importance of being kind to all living things and to inform them about adoptable pets.

We also hold periodic exhibits in a local shopping mall which remind people about the humane ethic: September—*Pet Responsibility Week;* March—*National Wildlife Week;* May—*Be Kind to Animals Week.* We build coalitions for these exhibits with all of the local environmental and animal welfare groups, such as the Sierra Club and Audubon.

The committee also puts together a speakers bureau; that is, a list of local experts on animal welfare issues who go to elementary schools and service organizations to speak on animal related topics. The volunteers co-ordinate these speaking engagements.

We also have billboards, bumper stickers, book marks, brochures and T shirts to promote Humane Education. These are produced in co-operation with the Champaign County Humane Society and the Junior Womens Club. The public library displays them.

***Explanation of how to set up and implement project***

Concerning the T.V. and radio PSAs, it is a good idea to identify an interested person at your local stations. Either the volunteer can provide PSAs from The Humane Society of the U.S., American Humane Association, Latham Foundation, Audubon, Sierra Club, etc. or the station and the committee can work together to make them. Interview shows are popular. A weekly program is very helpful in public information. Cable T.V. and public broadcasting stations should be contacted as well as university campus stations.

Concerning newspaper articles, the volunteer acts as a co-ordinator for weekly columns on adoptable pets, and on animal related topics written by guest authors. Pictures can be taken locally or procured from the various national organizations mentioned above. Rural area and small town weekly newspapers are also interested in these articles.

The exhibits are coalition building efforts with the various animal welfare and environmental groups as well as the shopping mall. Co-ordinators from these groups need to be identified, the weeks of exhibits decided, the mall reserved, and the displays mounted.

The speakers bureau list can be prepared by a volunteer who researches available resources in the community and then who co-ordinates the requests for talks, seminars, workshops with the speakers.

***Community Response***

The publicity this project generates is not only good for the Junior League of Champaign-Urbana, it also helps to creative positive public awareness about the need for respect for all living things.

**AMP Form**

**Committee:** Humane Education Public Education and Information
Administrative Year 1981-1982

**Goal:** To inform and educate the general public about animal related issues and problems.

**Objective:** To use the public media such as T.V., radio, newspapers as well as exhibits, displays, etc. and speakers to increase public awareness and to foster respect for all living things.

**Plan of Action:**

**General Concept:**

1. Volunteer co-ordinates programs with the local T.V. stations.
2. Volunteer co-ordinates programs with the local radio stations.
3. Volunteer co-ordinates articles and pictures with the local newspapers.
4. Volunteer co-ordinates exhibits with local environmental and animal welfare organizations as well as the shopping malls.
5. Volunteer researches local resources for speakers and co-ordinates their engagements.

**Allocation of Resources:**

| | Manpower | Materials | Money |
|---|---|---|---|
| 1. | 1 volunteer as T.V. co-ordinator | Public service announcements | None |
| 2. | 1 volunteer as radio co-ordinator | PSAs | None |
| 3. | 1 volunteer as newspaper co-ordinator | News releases, photos, articles | None (photos and news releases are generally provided free by national organizations) |
| 4. | 1 volunteer as display co-ordinator and volunteers to answer questions during the exhibit | Bulletin board, rear mount projector, display materials, give-away materials | Initial investment for bulletin board, projector rental fee, give-away materials costs |
| 5. | 1 volunteer to co-ordinate speakers bureau | None | None |

| | Time Framework | Authority | Alternate Plan |
|---|---|---|---|
| 1. | Year round | T.V. contact person | |
| 2. | Year round | Radio contact person | |
| 3. | Year round | Newspaper contact person | |
| 4. | Teacher in-service workshops, Sept.—*Pet Responsibility Week*, March—*National Wildlife Week*, May—*Be Kind To Animals Week*, PTA meetings, etc. | Mall manager and other co-operating group co-ordinators | |
| 5. | Year round | Committee chairman | |

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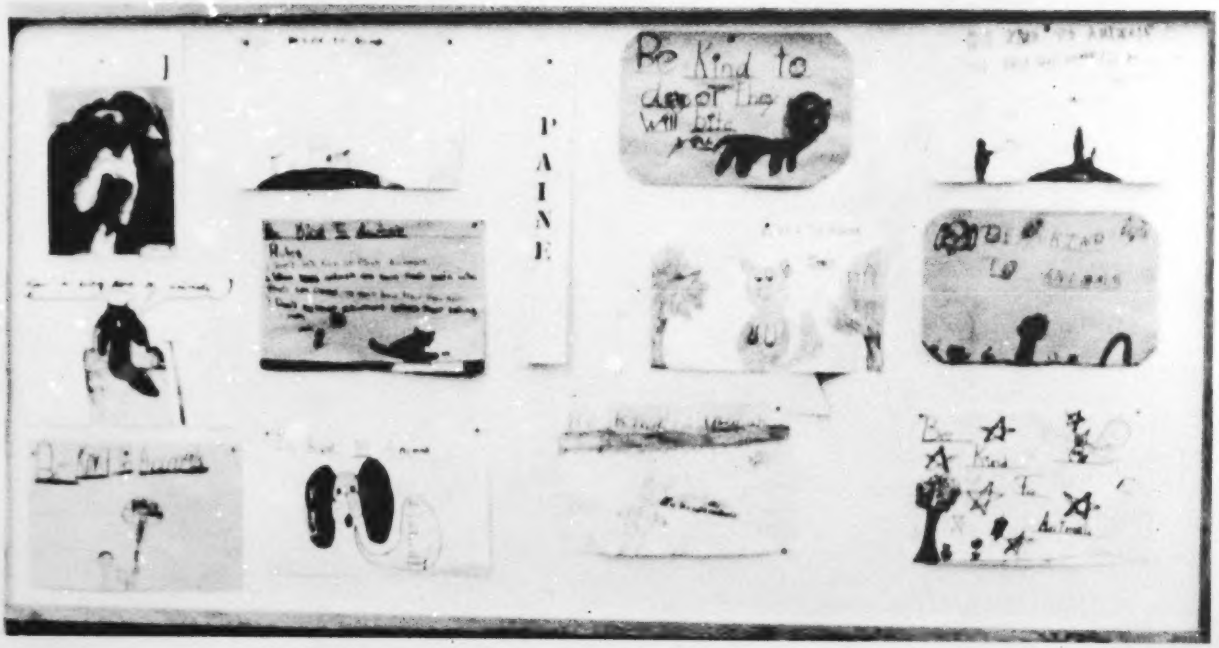
**Controls:** The co-ordinators must be responsible. The Committee chairman should check with the volunteers on critical issues such as mall display reservation dates, calendar of PSA airing dates, speakers engagements.

**Appraisal/Evaluation:** Public response

**Recommendations:** It is important to identify a person at the T.V. and radio stations as well as at the newspapers who believes in Humane Education. Then everything runs more smoothly.



*Community Response*

SCOTT M. MATHESON
GOVERNOR

**STATE OF UTAH**
OFFICE OF THE GOVERNOR
SALT LAKE CITY

D E C L A R A T I O N

WHEREAS, humane education is fostering in the schools, teaching in the churches, encouraging in the families and in the communities the principles of justice, good will and humanity toward all forms of life: plant, animal and human; and

WHEREAS, fostering in children the desires to extend justice, kindness, sensitivity and respect for plants and animals, be they wild or domestic, guides children to be more just, kind, sensitive and considerate with one another; and

WHEREAS, cultivating the spirit of kindness and respect for all life is just a starting point toward that larger humanity which includes life of every form, every culture, every race; creating men and women of broader sympathies who are more humane and more respectful of all living things;

NOW, THEREFORE, I, Scott M. Matheson, Governor of the State of Utah, do hereby declare the week of March 22 through 28, 1981, as

HUMANE EDUCATION WEEK

in the State of Utah and call upon the citizens of our communities to actively participate under individual initiative in spreading the principles of humane education. I further urge all citizens to reflect upon their own values concerning respect for all forms of life.

GOVERNOR

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***Name of Junior League***

Junior League of Ogden, Inc.

***Address of Junior League***

2580 Jefferson Avenue
Ogden, Utah 84401

***Name and Address of Co-ordinator of Handbook of Humane Education Projects***

Mrs. Robert Anderson (Dareth)
1314 East 1990 South
Ogden, Utah 84401

***Humane Education Project Title***

Humane Education

***Brief Description of Project***

*Humane Education Week* is proclaimed by the Governor of Utah in order to bring public attention to the humane ethic—respect for all living things: plantlife, animal life and human life. In the declaration he urges all citizens to reflect upon their own values concerning insensitivity, callousness, cruelty and violence and to actively participate in spreading the spirit of kindness, sensitivity, good will, humanity and justice throughout the state.

The Humane Education Committee sets the date, works closely with the Governor's Office, the major city councils in the state, the media, all the Utah school districts, the Utah PTA, the Utah Veterinary Medical Association, the various animal welfare and environmental organizations, and with the professional help donated by a local advertising agency, spreads the message and principles of the humane ethic throughout Utah. The volunteers coordinate this special week with the schools so the teachers can focus upon the humane ethic and put up Humane Education library displays.

The *Humane Education Week* festivities are highlighted by a special dinner at which the Governor signs the declaration and a celebrity makes a keynote address on the importance of the humane ethic to our very survival.

During the 1980-1981 Humane Education Project a pamphlet was designed by the Committee entitled *Pet Ownership Responsibilities in Ogden City.* This included sections on what to do if you lose a pet, if you find a pet, if you see an injured or dead animal, if you are bitten by an animal, facts about the pet over-population crisis, facts about spaying and neutering, highlights of the Ogden City Animal Ordinances, a description of the Junior League Humane Education Project, a mail order dog license application form, and a map of the City indicating the location of the Ogden City Animal Shelter and its hours of operation. Ogden City then printed 38,000 of these pamphlets and distributed them to every home in the City during *Humane Education Week,* encouraging public education and information.

***Explanation of how to set up and implement project***

The key person in *Humane Education Week* is the Governor. He should be contacted to see if he is interested in declaring such a week and the dates should be set up with him so he can sign the declaration at the dinner. Then a well known celebrity, who is committed to the humane ethic, shoud be invited to be the dinner keynote speaker. We have invited Betty White, Allen Ludden, Doris Day, Earl Holliman, Ed Asner, John Hoyt, Debra Clinger, Lola Redford, and the Osmonds to our dinners over the years.

A theme for the *Humane Education Week* media campaign should be chosen. Often this depends on the celebrity coming to help promote the week or the central focus of the Project for the year. For example, one year we proposed a Humane Education Resolution to the Utah State Legislature so our campaign focused on the need for the Resolution. Another year we concentrated on the local school districts and the elementary curriculum specialists. That year our theme was "The 3 R's: Responsibility, Respect, and Reason." We work closely with Gardiner Advertising Agency in Salt Lake City to prepare T shirts, bumper stickers, billboards, radio and T.V. public service announcements, press releases, and to arrange the radio and T.V. interviews for the celebrities.

Although most of *Humane Education Week* has no costs involved, since the event is either a news story due to the celebrities who promote it or a public service, there are costs involved with the dinner, the celebrities' expenses (no honoraria however), the bumper stickers and billboards. Thus, we apply to various local foundations for grants to pay for *Humane Education Week* in addition to League money.

The celebrities generally arrive one day before the dinner to promote the humane ethic through radio and T.V. shows, newspaper interviews, and sometimes a public appearance. The dinner guests are selected around the theme: for example, legislators, educators, media—depending upon the Humane Education Committee focus for that year. The purpose of the dinner is to educate key people in the community about the Humane Education Project and the need for the humane ethic throughout the state. It is the highlight of that special week.

Coalitions and partnership are built in preparation for *Humane Education Week* with state and city groups as well as national organizations such as The Humane Society of the U.S., the American Humane Association, the National Association for the Advancement of Humane Education, and the Latham Foundation. On the state level we work in cooperation with the Governor's Office, the major city councils of the state, the media, the Humane Society of Utah, the Utah Veterinary Medical Association, the Utah PTA, the Utah Education Association and other educational, environmental and animal welfare organizations. The State Superintendent requests that all schools in the state foster kindness to all living things during that week. The city councils of the major Utah cities declare *Humane Education Week* as well. The local Chambers of Commerce print an article about the humane ethic in their newsletters, as do many of the churches, youth groups and service organizations.

Our hope is that by raising public awareness we will help create a better community for plants, pets and people.

***Community Response to Project***

The humane ethic—fostering kindness to all living things—is a non-partisan, non-denominational, non-controversial issue and it has a dramatic media potential. Thus, the politicans, educators, church leaders, the media, easily support this Project. Grant money is not hard to find. The State Board of Education has been particularly appreciative of the Junior League efforts to create a better community for all living things.

In 1979-1980 the Humane Education Project received the International Year of the Child Award by the U.S. Department of Health, Education, and Welfare. It has been written about in the *AJL Review* and the Area VI publication *Spark* as well as the September 1981 issue of *Humane Education* published by the National Association for the Advancement of Humane Education, a division of The Humane Society of the U.S.

SAVE FOR YOUR REFERENCE
Pet Ownership Responsibilities in Ogden City
Ogden City Animal Shelter
1490 Park Boulevard
P.O. Box 9599
Ogden, Utah 84409
Telephone 399-8244
Hours
Monday-Friday 8 a.m.-6 p.m.
CLOSED Saturdays Sundays and Holidays
After 6 p.m. daily, or weekends and holidays, and for emergencies call 399-8221

**AMP Form**

**Committee:** Humane Education Committee
Administrative Years 1977-1981

**Goal:** To bring the humane ethic to the attention of the public.

**Objectives:**

1. To have the Governor declare *Humane Education Week*.
2. To publicize *Humane Education Week* via T.V., newspaper, radio, city proclamations, and news letters of special interest groups.
3. To form partnerships with other organizations and work together to advocate publically for humane education.

**Plan of Action:**

**General Concepts:**

1. Request that the Governor declare *Humane Education Week* and prepare the proclamation.
2. Plan a dinner during *Humane Education Week* and invite the Governor, a celebrity who shares a conviction in the humane ethic, and special local guests.
3. Plan and implement your public information campaign which might include bumper stickers, billboards, T shirts, radio and T.V. public service announcements, newspaper articles, and T.V. and radio interviews (particularly if a celebrity comes to helps draw public attention to *Humane Education Week*). You might work with an advertising agency for a more effective campaign.
4. Co-ordinate with the local schools so displays can be set up in the libraries and halls and so the teachers can focus upon the humane ethic during *Humane Education Week*.
5. Form a partnership with other organizations to inform the public about the need for the humane ethic. For example, in 1980-1981 we were asked by the Ogden City Council to help them bring to the attention of the community the critical need for pet ownership responsibility. We have a tragic and expensive pet over-population problem. Thus, we worked together and produced the *Pet Ownership Responsibilities* pamphlet which is explained under "Brief Description of Project."

**Allocation of Resources:**

| Manpower | Materials | Money |
|---|---|---|
| 2 volunteers minimum; no maximum | Celebrity photos and vitaes; press releases; PSAs; proclamation; (depending on interest: billboards, bumper stickers, posters, T shirts, etc.) | Depends on the number of dinner guests, the type of non-media campaign, the expenses of the celebrity, etc. The media coverage is a public service or a news item $1,000-$2,000 |

| Time Framework | Authority | Alternate Plan |
|---|---|---|
| Plan 6 months in advance—our best time for *Humane Education Week* for the schools to focus upon was 1) early November 2) mid-March | Chairman of Humane Education Committee | The public can be informed through speeches to local service organizations |

**Controls:** Meet regularly as a committee to coordinate *Humane Education Week* activities. Work closely with partners such as the advertising agency, city councils, or interested organizations.

**Appraisal/Evaluation:** The media coverage, the number of schools with Humane Education displays, public reaction such as editorials and letters to the editor

**Recommendations:**

Celebrities interested in the humane ethic often give their time to such a project. *Actors and Others for Animals* is an organization in Los Angeles you might call for contacts. A well known person creates a great deal of media attention.

The dinner guests should not be primarily League members nor those familiar with the project; rather those should be invited who know little about it and who hold a position in the community to be effective advocates for the humane ethic.

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***Community Response***

TODAY

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THURSDAY
NOVEMBER 8, 1979
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# Kindness crusade teaches children respect for animals

Gunter Hein, zookeeper at Hogle Zoo, helps Brad, 11; Natalie, 9, and Gregory, 7, feed animals. The youngsters are children of Mr. and Mrs. Reed Peterson. During this Humane Education Week, Utah kids are learning the importance of kindness to animals.

**By Rose Mary Pedersen Budge**
Deseret News staff writer

*"Cultivation of the spirit of kindness to animals is but the starting point towards that larger humanity which includes one's fellows of every race and clime."* — 1933 National PTA Congress.

Tiny hands gently stroke the furry body.

Whiskers twitch with contentment, golden eyes close with purrs. And a fabby paw, claws ever so carefully retracted, plants itself on the little master's arm.

For a minute, a beautiful minute, child and pet silently communicate their love, trust and respect.

For a beautiful minute they graphically illustrate the humane ethic in action — an ethic Carol Browning of the Ogden Junior League would like to see instilled in every young person across the country.

Dr. Browning is convinced that youngsters, if they are to mature into adults who are just and understanding toward their fellow men, must be taught the importance of compassion for all living things.

We cannot hope that our children will simply assimilate these ideals on their own as they grow up, she says. We cannot take it for granted that the spirit of sensitivity will be theirs by nature.

It is up to parents to emphasize consideration and respect for all life from the time the child is a toddler. And when that toddler turns six, puts his lunch bucket under his arm and heads for that first day at school, it becomes the responsibility of the educational system to keep enforcing the basic humane message.

Unfortunately, until several years ago very little was being done in Utah's classrooms to get the message across.

Some instructors, of course, were doing their best to include the idea of kindness to all living creatures in their lesson plans. But there really was no organized program with humane education as its primary goal.

Dr. Browning felt something should be done about the situation. So did others in the Ogden league. And they decided to put volunteer muscle and enthusiasm behind an all-out crusade for kindness.

The humane education they proposed sparked the interest of school boards and administrators. It was soon approved as a fitting local project for the Ogden leaguers by the Junior Leagues of America. And the search began to find a source of educational materials and teaching aids that would explain the humane ethic to instructors and principals and give them guidelines to follow when working with the children.

A teaching concept created by the National Association for the Advancement of Humane Education and developed by the University of Tulsa in Oklahoma turned out to be the answer.

The "concept" consists of language arts units — three of them — that firmly implant the humane message while teaching communications skills.

"Sharing You and the Animal World" is the general title. Unit designations are "Pets," "Wildlife in Your Community," and "Animals of the Forest." And Carol Browning, who delights in showing off her league's brainchild, says they have met with excellent acceptance so far.

Indeed, since the program was started as a pilot project in the Ogden area, the Salt Lake Junior League has joined the crusade. Humane education has been brought to 178 elementary schools and 24 day care centers in Ogden, Weber County, Salt Lake City, Jordan, Granite, Park City and Murray school districts.

This means that approximately 70,000 kids have been schooled in the ethic of kindness and helped to develop the strong character trait of gentleness.

"The Junior League volunteers have met with literally dozens of teachers and administrators," says Carol Browning. "Our role has been to show them how the units work, help them plan field trips to farms, animal shelters and the zoo, provide them with supplementary research materials for their libraries."

The supplementary materials include colorful posters proclaiming the virtues of kindness to animals and responsible pet ownership.

Humane Society pamphlets and booklets that delve into such topics as animal overpopulation, inhumane killing for "sport," cruelty to animals also are tucked into plastic briefcases — cases that are decorated with appealing whiskery and floppy-eared faces.

It's the hope of leaguers who have assembled the materials that instructors will use them to underscore the language arts lessons and to provide food-for-thought for the more accelerated and creative youngsters who might want to draw four-footed friends or write essays about them.

It's also the hope of junior leagues from Ogden and Salt Lake that their national organization will someday soon recognize the worth of the local humane education effort that has been primarily financed through the William M. and Mattie Wattis

See HUMANE on C-6

Melanie Evanson finds that the Humane Society Shelter is a great place to go when you want to give an animal a home.

Being a responsible pet owner is among the lessons being taught during Humane Education Week. Amie Brooke, 12, daughter of Mr. and Mrs. W. Sands Brooke, thinks Toby is a lovable, wonderful pet.

Mrs. James E. Elliott of the Junior League introduces her children, Courtney and Michael, to Cupcake, the pony.

Brock Varoz, 10, son of Mr. and Mrs. Ross Varoz, has great fun feeding a turkey.

*Deseret News photos by W. Claudell Johnson*

Even cranky geese need kindness, too. Mrs. John Mortensen shows off Calamity to Amie Brooke.

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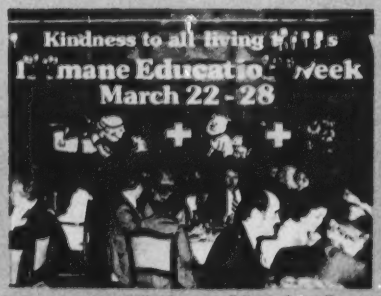
*Community Response*

# naahe salutes

*Utah State Superintendent of Public Instruction Walter D. Talbot offers his comments in support of humane education and the Junior League's Humane Education Project during a March 25 banquet highlighting Utah's third annual Humane Education Week.*




*The promotion of "kindness to all living [illegible]," as displayed on this banner at the banquet, is a goal of Utah's Humane Education Week.*

*Utah's Humane Education Project is sponsored as a community service by the Junior Leagues of Ogden and Salt Lake City, demonstrating that successful humane education programs can be initiated by a variety of community service groups. Pictured above at Humane Education Week festivities are Ogden Junior League President Nancy Farrell (left) and Salt Lake City Junior League President Linda Smith.*

*Mrs. Lila Bjorkhaug, Utah State Board of Education Chairman, and Elder Robert L. Backman, First Quorum of the Seventy, L.D.S. Church, attended the March 25 banquet, where Backman was a speaker. The support of the state board of education and church groups adds strength and community-wide visibility to the project.*

# Humane Education

## Yearly Recognition for Year-Round Efforts

*While as a society we've grown tremendously in scientific pursuits, our growth in quality human dimensions has lagged far behind. Whereas the material progress of this country has been nothing short of phenomenal, the moral and ethical side of society has retrogressed. Thus, civilization has not been advanced—for who can trust the performance of a mechanical gadget if the morals of its maker are in question? ...In my opinion we must engender in the lives of our students a moral commitment to proper treatment of animals and of each other to the point that what we learn and the beliefs we espouse will become manifest in our behavior toward others.*

These enlightened words were spoken by Utah State Superintendent of Public Instruction Walter D. Talbot to a group of 125 Utah school district superintendents, elementary curriculum specialists, state board of education members, university professors, and Junior League volunteers at a March 25 dinner highlighting Utah's third annual Humane Education Week. The dinner was co-hosted by the Junior League of Ogden and the Junior League of Salt Lake City as part of their ongoing Humane Education Project.

Each year Humane Education Week is declared by Utah's Governor Scott Matheson at the request of the two Junior Leagues. This year's proclamation read:

> *I, Scott M. Matheson, Governor of the State of Utah, do hereby... call upon the citizens of our communities to actively participate under individual initiative in spreading the principles of Humane Education. I further urge all citizens to reflect upon their own values concerning respect for all forms of life.*

Similarly, the city councils of Ogden and Salt Lake City signed proclamations declaring Humane Education Week as a special time for bringing to the attention of all citizens the vital need for the humane ethic in our daily lives.

Local and state governments, humane societies, and other volunteer organizations cooperate with the Junior Leagues to carry out this annual event in which educators, church leaders, boards of education, veterinarians, and the media work together to assist in achieving the project's goal: the promotion of humane education. This coalition of volunteers and professionals is what makes the project unique and successful. Working together, the organizations multiply the potential for both exposure and acceptance of humane education as a viable element of school and community programs. Through bumper stickers, billboards, elementary school programs, newspaper articles, and television and radio public service announcements (KUTV, the local ABC network affiliate, donated $16,000 of television time to Humane Education Week) the humane education message reaches the general public.

The Junior League Humane Education Project, of which Humane Education Week is only one program, was begun in 1972 by Mrs. Arthur Benning and Dr. Carol Browning. The project sponsors in-service and preservice teacher training programs; trains volunteers through college-credit workshops to introduce elementary school administrators, teachers, media specialists, preschool teachers, parents, and children to curriculum-integrated

***Community Response***

*John A. Hoyt, President of NAAHE and The Humane Society of the United States, served as the keynote speaker at the March 25 banquet. Input from an organization such as HSUS adds national scope to local efforts to promote animal welfare and humane education.*

*Wendell J. Ashton, publisher of the Deseret News, speaks at the Humane Education Week banquet. Support from the media is important to any community education project, and is well appreciated by the project's sponsors.*

# Week in Utah

humane education units (i.e. *Sharing: You and the Animal World, Withit, Sharing Sam);* coordinates field trips for elementary school children to the Ogden Animal Shelter, Ogden Nature Center, and Weber Environmental Center; arranges for the Animobile from the Hogle Zoo and guest speakers such as veterinarians and animal control officers to visit the schools; and sponsors a humane education booth at the annual Utah Education Association Convention.

In 1980 the Ogden and Salt Lake City Junior Leagues cosponsored a Humane Education Resolution in the Utah State Legislature that urged "parents and educators throughout the state to adopt humane education principles in their daily lives and teachings, and to help promulgate these principles throughout the state." The senate unanimously approved the resolution, and the house passed it with only seven dissenting votes.

Also in 1980 the Junior Leagues facilitated the participation of thirty-nine Utah teachers in the field test of NAAHE's *People and Animals: A Humane Education Curriculum Guide,* along with the Ogden and Weber school districts.

This year the committee has collaborated with Ogden city officials, the Ogden-Weber County Humane Society, and the Citizens Advisory Committee on Animal Welfare and Control to revise the Ogden animal welfare ordinances and to design a *Pet Ownership Responsibilities* pamphlet that the city printed and distributed to every home in Ogden.

And this year, with the advice of the Boston Junior League, the organizations began a pet-facilitated therapy pilot project in the Utah Girls Village and the Mount Ogden Convalescent Center. The Ogden League, in return, has helped the Champaign-Urbana, Illinois, and Grand Rapids, Michigan, Junior Leagues establish Humane Education Projects in their communities.

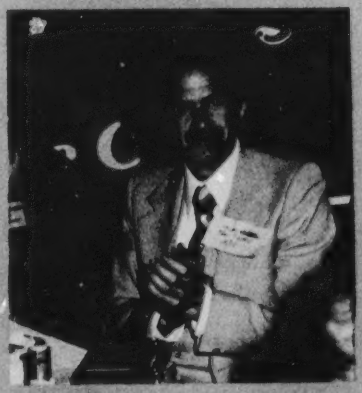
For several years Dr. Browning has been actively involved in encouraging other leagues to undertake similar programs. "With 244 Junior Leagues across the U.S., Canada, and Mexico, all dedicated to volunteer community service, the potential for additional humane education projects nationwide, as well as on an international scale, is enormous," Browning states.

Ogden School Superintendent William L. Garner and Weber School Superintendent E. Leland Burningham, recognizing the value of teaching children to be kind, have supported the League Humane Education Project from the beginning. This year's Humane Education Week theme, "The Three R's: Responsibility, Respect, Reason," represents principles basic to the philosophies of both of these educators. Utah church leaders, government officials, and local educators have traditionally been supportive of promoting the humane ethic and respect for all living things, according to the project sponsors. State Superintendent Talbot verbalized this support at the Humane Education Week banquet:

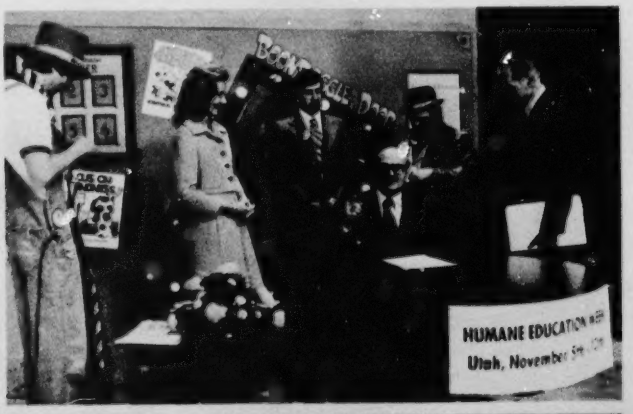
> *I want each of you to know that I am inescapably supportive of humane education—its objectives and purposes; and I am supportive of those specific programs we have in Utah schools which lead our students to the achievement of the objectives of kind and considerate treatment of animals which will carry over into a broader application of love for one another and a more humane relationship with people and a greater reverence for all life.*

When asked to summarize her feelings about the Junior League Humane Education Project, Dr. Browning said, "Humane education projects are not expensive. They take time, energy, some patience, and people committed to the concept that children who learn to be kind to all life will become more sensitive to each other and grow to be more responsible, compassionate, just adults. What could be more worthwhile than helping create a world in which the highest human civilization and the ultimate dignity of life are paramount?" ♡

*Utah Governor Scott M. Matheson presents this year's Humane Education Week Proclamation to Harold Gardiner, HSUS Board Member, and Odgen Humane Education Project Chairman Dr. Carol Browning, co-founder of the Junior League Humane Education Project. Mr. Gardiner served as master of ceremonies for the Humane Education Week banquet, and was the recipient of an award, along with his wife, Beverly Gardiner, for their outstanding contributions to the advancement of humane education in Utah. All speakers at the event received similar awards, tributes to the cooperation between many organizations that makes the project possible.*



*The support of local humane societies is both necessary and invaluable when community service organizations sponsor humane education programs. Here, Dr. Kenneth Thorell, President of the Humane Society of Utah, represents his organization at the March 25 banquet.*


HUMANE EDUCATION

*The greatest lesson we can learn is compassion.*
Henry David Thoreau

***Name of Junior League***

Junior League of Ogden, Inc.

***Address of Junior League***

2580 Jefferson Avenue
Ogden, Utah 84401

***Name and Address of Co-ordinator of Handbook of Humane Education Projects***

Mrs. Keith Cox (Connie)
2532 Eccles Avenue
Ogden, Utah 84401

***Humane Education Project Title***

Humane Education Evaluation Study

***Brief Description of Project***

This research project grew out of the Humane Education in the Schools project. In 1980, the National Association for the Advancement of Humane Education (NAAHE) requested that the Humane Education Committee field test a K-6 grade *People and Animals: Humane Education Curriculum Guide*. We were one of 17 states plus Ontario to do this testing. The volunteers worked with teachers in 42 elementary classrooms in the Ogden and Weber School Districts. The field test results were then compiled and analyzed by NAAHE.

The *Guide* is intended for grades K-6 in the following curriculum areas: language arts, social studies, math, and health science. Thirty-five concepts have been identified under four major chapters: Human/Animal Relationships, Pet Animals, Wild Animals and Farm Animals. Each page within a chapter contains a concept and suggested activities that blend the concept with skills or content from each of the four curriculum areas.

Humane Education is based upon the assumption that children who are exposed to a Humane Education curriculum acquire humane values, attitudes, and behavior patterns thus becoming more sensitive and kind to plants, pets and people and thus growing up to be better citizens. However, this assumption has never been systematically tested or validated. So the Humane Education Committee wrote a proposal to the Utah State Office of Education (USOE) to fund such an evaluation study. We invited a professional research and evaluation institute, the Wasatch Institute for Research and Evaluation (WIRE) as well as NAAHE to become partners with us in this original research study.

We were funded $37,710 for the first year study and we are applying for $67,330 for the second year study. During the first year, Phase One, the instruments for measuring the effect of *People and Animals: A Humane Education Curriculum Guide* have been developed, field tested, refined, and are now ready to use in the second year phase. We have been working in 28 classrooms with approximately 1,240 children. Next year we plan to continue this research in 120 classrooms with 3,000 pupils.

Undergraduate and graduate credit in Education and Psychology is being offered from Utah State University to volunteers who wish to work on this research project for credit. The instruments developed this year were: an interview guide for teachers, a pupil attitude scale toward humane treatment of animals, a parent attitude scale toward humane treatment of animals and curriculum methods, a teacher attitude scale toward humane treatment of animals, a pupil Humane Education concept mastery test, a situational test (which measures the child's humane attitudes in life-like situations), and an attitude transfer scale (which measure the transfer of humane attitudes toward animals to humane treatment of other children). The volunteers administered these various tests in the 4-6 grade classrooms to the entire class. Some of the K and 2 level tests were administered individually and some were given to the entire class. The tests were analyzed by the review panel, teachers, League volunteers and the USOE. This information was then used by WIRE to revise the tests.

Next year the *Guide* will be taught intensively by the teachers in 1/3 of the sample classrooms, 1/3 of them will teach it in moderation, and 1/3 of them will not use it at all. Thus, the analysis will be made with a control group and two experimental groups at levels K, 2, 4, and 6. The volunteers will administer "before" tests in September and "after" tests in April. The results will then be analyzed by the USOE, the League Committee, WIRE, NAAHE, and the USOE. All reports, professional papers, and publications will give credit to all four partners.

***Explanation of how to set up and implement project***

The Committee researched Humane Education evaluation studies and discovered that although several small ones had been done, with conflicting results, no large systematic study had ever been conducted that validated the basic assumptions underlying Humane Education.

The Committee made a proposal to the Utah State Office of Education (USOE) to fund such an evaluation study. Then we invited professional researchers, the Wasatch Institute for Research and Evaluation, at Utah State University, to develope the instruments for measuring humane attitudes, values, and behavior patterns since no such instruments existed. This project is, indeed, original research.

The USOE granted us $11,000 in cash plus computer time and other in-kind services through their Office of Evaluation. NAAHE granted us $18,855 as well as in-kind services from their office and *Guides* for the testing period. The remaining $7,855 came from the Dodge Foundation.

Contacts were made with the two school districts involved in the study and review panels were set up in each district. Contracts were signed with both districts and a Memo of Understanding was signed between the four partners: the League, the USOE, NAAHE and WIRE.

During the first year of instrument development we have worked closely with the school districts to select the 28 classrooms and participating teachers. WIRE has trained the volunteers in test administration. Critiques of the tests were made by the volunteers, teachers and WIRE researchers. Non-League volunteers were trained by the Committee and WIRE. An item by item analysis was done by the USOE.

***Community Response to Project***

This research project is still in Phase One, so there has been little community or academic response as yet. However, since it is original research and since an enormous investment of resources, time, and energy is being funneled into Humane Education nation-wide, this research will probably receive national attention. Already the National Institute of Education (NIE) in the U.S. Department of Education has indicated an interest in our research instruments, process, results and conclusions. Those who produce and distribute Humane Education materials, both commercially and as volunteer agencies, will undoubtedly have an interest in this study, as will researchers and scholars from the academic community.

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**AMP Form**

**Committee:**

Humane Education
Administrative Years 1981-1983

**Goal:**

To measure the impact of *People and Animals: A Humane Education Curriculum Guide* upon relevant values, attitudes, behaviors, and cognitive learning of participating pupils.

**Objectives:**

1981-1982

1. To help WIRE develop instruments that measure this impact.
2. To administer these instruments in 28 selected classrooms.
3. To analyze and evaluate the results of these tests.
4. To help WIRE revise the instruments.
5. To pilot test the revised instruments in 28 selected classrooms.
6. To maintain a good working relationship between the school districts and the researchers.

1982-1983

1. To administer "before" tests.
2. To administer "after" tests.
3. To help experimental groups whenever needed.
4. To maintain a good working relationship between the school districts and the researchers.

**Plan of Action:**

**General Concept:**

See "Brief Description of Project" and "How to Set Up and Implement Project" for specific tasks.

**Allocation of Resources:**

| Manpower | Materials | Money |
|---|---|---|
| League volunteers 5-20 | *Guides* provided by NAAHE | $37,710 first year in grant monies |
| Community volunteers 5-10 | Tests provided by WIRE | $67,330 second year in grant monies |

| Time Framework | Authority | Alternate Plan |
|---|---|---|
| Phase 1—September 1981-June 1982 | Committee Chairman holds immediate authority | Alternate sources of money could be found. Other school districts could be used. Additional community volunteers could be recruited. |
| Phase 2—August 1982-June 1983 | WIRE, NAAHE, USOE, and League hold ultimate authority | |
| Volunteers give 3-4 hours per week particularly in autumn and spring | | |

**Controls:**

Professional standards and ethics will be enforced during the entire two year project through high quality training and monitoring provided by nationally recognized and respected scholars in WIRE, NAAHE, and the USOE.

The review panels in each district, composed of a representative of each of the four partners, plus one from each school district, will also monitor the research projects.

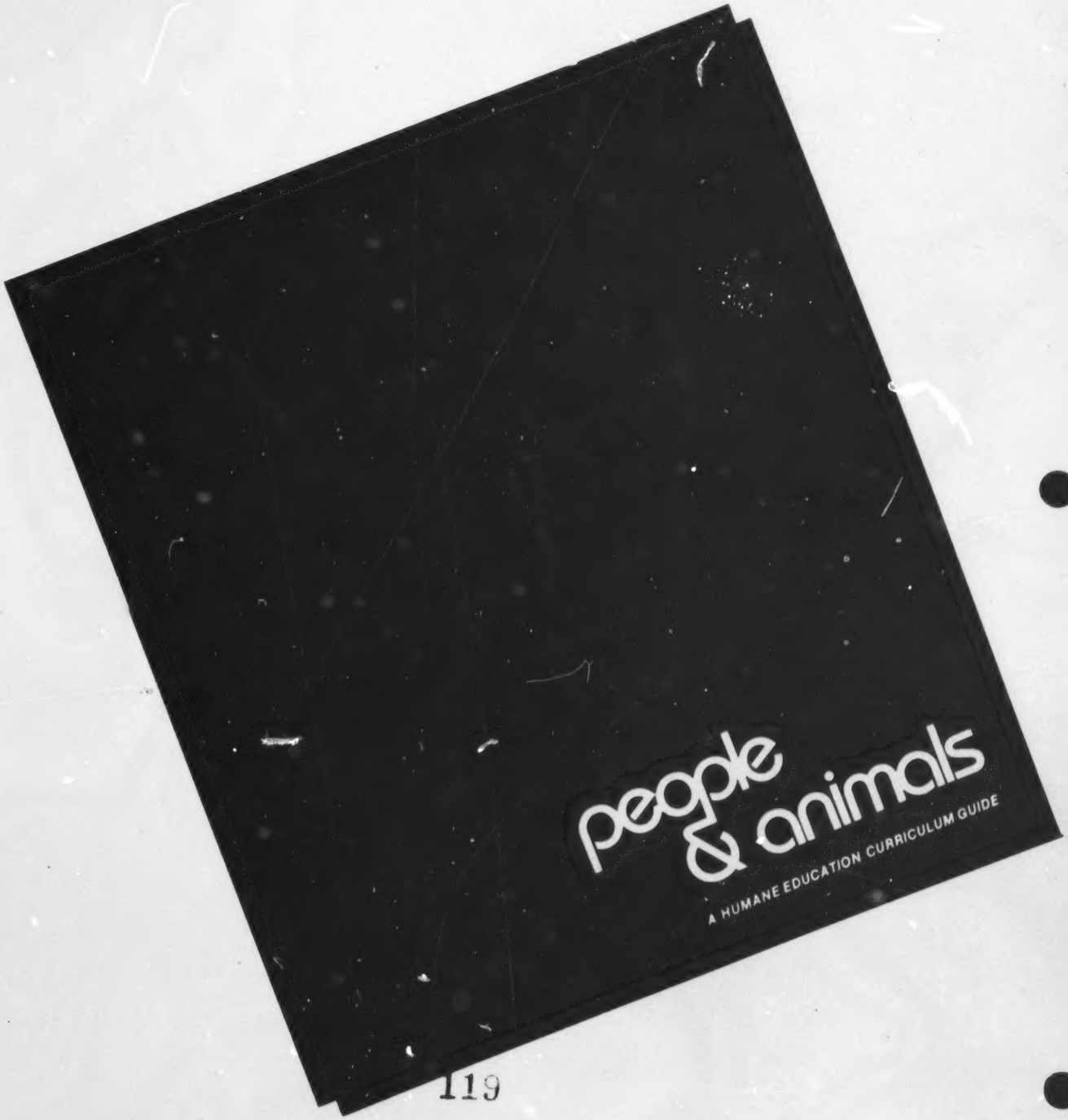
Detailed fiscal accounting will be made to the funding agencies by WIRE.

**Appraisal/Evaluation:**

Periodic reviews have been and will continue to be made by the review panels. The instruments have been evaluated by the teachers, Committee, NAAHE, WIRE, and the USOE. At the end of Phase One another evaluation session will take place. Phase Two will have appraisal and evaluation sessions in November and June.

**Recommendations:**

This project offers a high quality placement to volunteers interested in research. It provides opportunities to work closely with nationally respected scholars on original research, and to be involved in grantsmanship. It is exciting to work on a research project that may become a model for national evaluation in this field. It has the potential of becoming a classical piece of research.

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*The ultimate—and I believe the most logical—partnership role for the Leagues: to serve as a catalyst and convener, getting groups to come together for the purposes of sitting down to identify pressing needs, setting priorities, and pooling their respective resources to see that those needs are most effectively met....Partnerships, like marriages, involve a long and arduous process of communication, ongoing negotiation, periodic conflict. To be effective, the participants must have a clear sense of their own purpose, philosophy and value system....In today's world mere coexistence is not enough; cooperation and collaboration are at the crux of our survival.*

Alice H. Weber
President, Association of Junior Leagues, Inc. 1978-1980
*Junior League Review*
February 1979

***Coalition Building and Networking***

Forming partnerships, coalition building, networking, co-sponsoring and creating collaborations are some of the buzz words often heard around volunteer agencies today. To the Junior Leagues these are hardly new concepts. Before the AJL was officially formed Junior Leagues were working with YWCAs to open low rent, safe apartment residences for the many young women moving from rural areas to large cities in search of jobs. According to former AJL President, Alice H. Weber, "in the twenties we find the Leagues developing nurse's aide programs in conjunction with groups of registered nurses and effecting linkages with other professional groups for the development of special programs. By the thirties they were acting very much as catalysts, getting agencies together for the purposes of establishing the first United Ways in their communities, and in the forties they spearheaded drives to organize volunteer bureaus to aid the war effort."[1] Since the 1960s there has been a proliferation of new partnerships and networking such as funding partnerships, issue coalitions, training collaboration, etc. In 1979 the theme for the AJL Annual Conference was *Partnerships*.

Today, as then, working with existing institutions ultimately adds to a League's resources in terms of broader information and expertise, additional manpower, credibility and entree into new sectors of the community, and in these days of sharp federal cutbacks, more efficient use of our shrinking resources. Most of the model projects in this *Handbook* are outstanding examples of how partnerships, coalitions, networks, co-sponsorships and collaborations have worked successfully be they on a modest scale such as the Zoo Project of the Junior League of Jackson or on a tremendous scale such as the Louisiana Nature Center Project of the Junior League of New Orleans. Most likely without pooled resources, pooled responsibilities, and sharing in the decision making process most of these model projects would not have achieved such outstanding results. "We no longer teach, we show how; we no longer subsidize, we meld; we no longer direct, we negotiate."[2]

Although the specific definitions of these buzz words is not important to the central purpose of this *Handbook* we will briefly define each one hoping to clarify rather than to confuse. The spirit behind them all, however, is the same.

A partnership is a state of sharing in the action, the possession or the enjoyment of something. "Partnership means a melding of what often are very dissimilar parts. And to achieve a partnership you must first reach an agreement on who is going to do what, and that means compromise. And compromise means giving up of something in order to gain something. It implies a sharing of control and authority and increased accountability."[3]

A coalition is an alliance of individuals, organizations, or institutions united for a common purpose. Coalitions are often mini-movements focused around an immediate issue. They are generally loosely organized and short term. A coalition issue will dictate whether the coalition should be composed of all like groups, or unlike groups, or solely community leadership groups, i.e. elected officials, or a combination of any or all of the above. The coalition may be continuous, or it may disband upon achieving its objectives, or it may form a new organization to continue further objectives. The difference between a task force and a coalition is that the task force studies an acknowledged problem and makes a recommendation about that problem. A coalition corrects an acknowledged problem.[4]

A network is a set of points connected by lines; that is, individuals or organized groups connected by continuing relationships or specific exchanges. Where lines from one individual or group intersect with lines from another, a linkage exists and an exchange or relationship is possible. Networking is an informal, non-policy setting communication of ideas and concerns. There are no networking rules or forms. They can be made up of a handful of people or several organizations. What they seem to have in common is that they depend on informal personal contacts and the need to do something that is not or has not been handled very well by formal procedures or organized structure. Networking recognizes the power of shared resources and the value of mutual support, but does not work well where there are problems or situations that need a routine and sustained response, that require explicit or accountable actions, or that involve the management of budgets and other resources. Such tasks need standardization and specialization of roles and responsibilities, which are the bases of organizations.[5]

A co-sponsorship is a state of working together with another sponsor, or group of sponsors. It is a state of accepting responsibility for something together. Generally a specific event has already been decided upon and the co-sponsors lend their names, resources, support and promise to see that event to completion.

A collaboration is a more formal commitment to work or labor together. It implies shared decision making, shared goal and objective setting, joint writing of the by-laws, and shared responsibilities and liabilities.

The spirit behind these concepts is that although Leagues may be giving up independence, authority and ownership of their own projects, although they may be invading someone else's turf and in turn be invaded by others, although it may take a lot of negotiating time and communicating effort—despite these considerations forming partnerships, building coalitions, networking, co-sponsoring, and creating collaborations are essential to the success of Junior League activities. To work in lofty isolation is not a prerogative of the Junior Leagues. As a community service organization it is not possible to function in a vacuum. As Alice Weber put it so well, "Leagues must ask themselves, what will I lose if I do this with another group? What will I gain? And what can I give? By virtue of the fact that they are not wedded to any one discipline Leagues have much to give: the ability to take a broad and objective view of community needs; to address issues impartially and to find solutions fair to all. As for what they will gain: the breaking down of barriers; exposure to a wealth of new ideas, new resources and, best of all, new constituencies."[6] We recommend that you study the successful partnerships, coalitions, networking, co-sponsorships, and collaborations of the Humane Education projects in this book. They are truly outstanding examples of what Voluntarism can accomplish.

[1]Weber, Alice H. "Partnerships: Who Needs Them?" *Junior League Review*, February 1979, p.2.
[2]*Ibid.*, p.3.
[3]*Ibid.*, p.3.
[4]Adapted from material prepared by the Junior League of Des Moines and the Area I Council.
[5]Grove, Dudly. "Not ABC, CBS or NBC." *The Central Exchange*, November 1981, p.3.
[6]*Op. Cit.*, Weber, p.3.

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*I am life which wills to live, in the midst of life which wills to live.*
Dr. Albert Schweitzer
Nobel Peace Prize 1952

## *Conclusions*

Before long the Junior Leagues will have completed a century of community service. They will have helped establish some of the major social welfare institutions in this country—Red Cross chapters, Girl Scout troops, YWCAs, Florence Crittenton homes. They will have helped innumerable organizations concerned with Health, Education, Children/Families, Arts, and Aging become strong enough to stand as independent institutions. The Junior League legacy of helping a project become viable and then turning it over to the community is a continuing tradition, as reflected in the projects in this *Handbook*.

The Junior League story—the story of what thousands of League volunteers are accomplishing in their communities—continues to be written in the United States, in Mexico, in Canada, and soon in England. As former AJL President Margaret M. Graham expected, "Junior League growth will not remain restricted by borders, for voluntarism is a concept that defies isolationism,"[1] and the diversity of membership increasingly represents a mosaic of the communities from whence these volunteers come. Indeed, the Junior League story is an inspiration to the entire volunteer sector. "We as an organization have a viable and valuable message to tell about voluntarism and it should be heard, so that we can inspire others to share our commitment."[2]

The commitment to respond to community needs; to anticipate what the future will bring for our children, for our environment, for mankind; to respect and improve the quality of life for all living things is, indeed, a noble one. It is the essence of humaneness. "It is not, finally, survival that we seek, but a quality of life that gives meaning and purpose to our existence. Yet not for the sake of our life alone, but for the sake of all that lives."[3]

Humane Education may be redundant terminology, for as Dr. Amy Freeman Lee, Sustainer of the Junior League of San Antonio and Trustee of The Humane Society of the United States puts it, those who are educated are by definition humane and those who are humane are by definition educated.[4] Yet, as we read the headlines of the daily newspapers we have to ask ourselves, are we really an educated society? "Except for man, there is no other animal on the face of this earth that has the power to act as its own destroyer. And there is no other animal on the face of this earth that acts to destroy other animals except toward the end of sustaining its own life. Yet man, throughout history, has acted to destroy both himself and other life forms, often for reasons that have no bearing on his own necessity for survival . . . As the late Joseph Wood Krutch once said, "To be *truly* human has always meant to be compassionate."[4]

We share this planet with other living things: with plantlife, with other animals, with peoples who speak a different tongue and worship a different God—it is their world, too—a world that belongs to us and to future generations. We share this existence, we are interdependent, we must interact. And since man is the only creature endowed with the capacity for moral judgment, he must be educated and therefore humane.

This *Handbook* is a small step in that enormous process. The common commitment of the Leagues represented here is to help man recover his own humanity. For we believe that man is basically good, that children are basically compassionate, that by working together with a positive attitude we will create a world that respects the dignity and worth of all life.

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[1]Graham, Margaret M. "A Personal Perspective." *Junior League Review*. Fall 1980.
[2]*Ibid.*
[3]Hoyt, John A. frontpiece of *Humane Education: An Overview* by Eileen S. Whitlock. Tulsa: NAAHE, 1975.
[4]Hoyt, John A. President, The Humane Society of the United States.

## Race A Rainbow

Prelude:
It's really not a proper time
To talk of cabbages and kings.
For it's a fragrant, firery time
Fit for only cosmic things.

Find a star
Twirl it high
Race a rainbow
In the sky.
Never ever
Let them die.

Take a band
Of colored lights
Tie them into
Tails of kites.
Never let them
Out of sight.

If the circle's
Only half
Treat it with
a cosmic laugh.
Stretch it on
A lover's staff.

With compassion's
Tender hand
Make the circle
Something grand.
And cultivate the
Soul of man!

© Dr. Amy Freeman Lee
Trustee, The Humane Society of the United States
Sustainer, Junior League of San Antonio

HUMANE EDUCATION PROJECTS INFORMATION AND EVALUATION CARD

**If your Junior League develops programs or projects which fall under the broad category of Humane Education please fill out an information and evaluation card for each program or project and send it to us. This information will help us evaluate the usefulness of this *Handbook* as well as community needs for Humane Education projects.**

*Junior League of Ogden*
*2580 Jefferson Avenue*
*Ogden, Utah 84401*

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***Name of your new Humane Education project:***

***Year project began:***
***Termination date (estimated):***
***Name and address of your Junior League:***

***Name and address of Humane Education project chairman:***

***Brief description of project:***

***Did this Handbook help you establish your Humane Education project?***
*If so, how?* *If not, why?*

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***Name of your new Humane Education project:***

***Year project began:***
***Termination date (estimated):***
***Name and address of your Junior League:***

***Name and address of Humane Education project chairman:***

***Brief description of project:***

***Did this Handbook help you establish your Humane Education project?***
*If so, how?* *If now, why?*

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